POWER MATHS

Year 2 Practice Book 2A

My name is _____.

I am in _____.

Pearson

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Unit 5 translated by Professor Zhang Jing

Year 2 Practice Book 2A

What do you look like?
Draw a picture of you.

This book belongs to _____ .

My class is _____ .

Pearson

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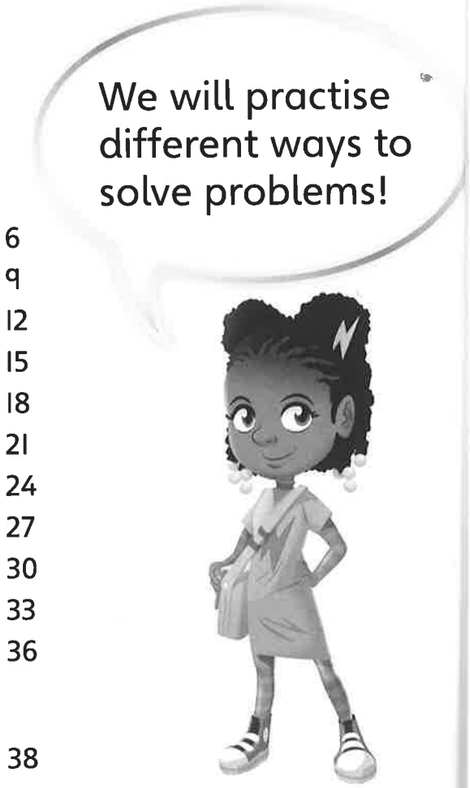

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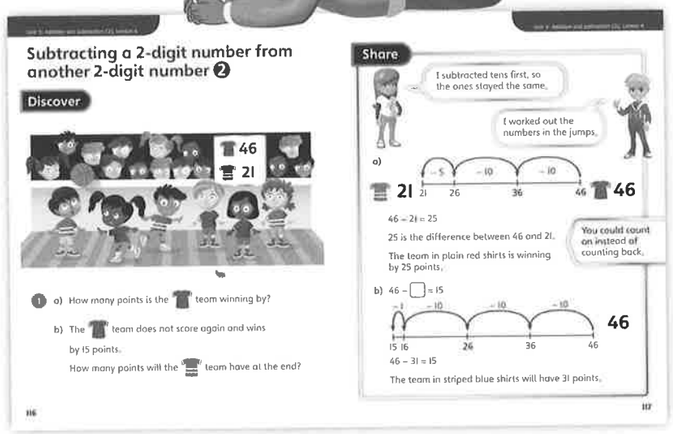
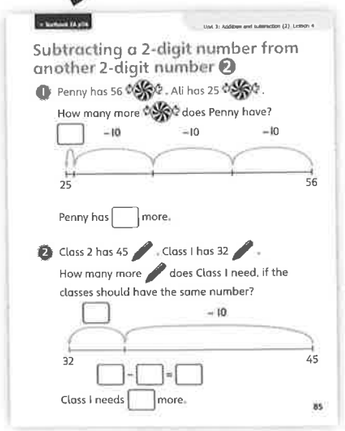
How to use this book

Let's see how this Practice Book works!

Use the Textbook first to learn how to solve this type of problem.


Subtracting a 2-digit number from another 2-digit number 2
Discover
46
21
Share
I subtracted tens first, so the ones stayed the same.
I worked out the numbers in the jumps.
a)
21
46
46 − 21 = 25
25 is the difference between 46 and 21.
The team in plain red shirts is winning by 25 points.
You could count on instead of counting back.
b) 46 − ☐ = 15
46 − 31 = 15
The team in striped blue shirts will have 31 points.
116
117

This shows you which Textbook page to use.


Subtracting a 2-digit number from another 2-digit number 2
Penny has 56 . Ali has 25 .
How many more does Penny have?
−10
−10
−10
25
56
Penny has ☐ more.
Class 2 has 45 . Class 1 has 32 .
How many more does Class 1 need, if the classes should have the same number?
32
45
Class 1 needs ☐ more.
85

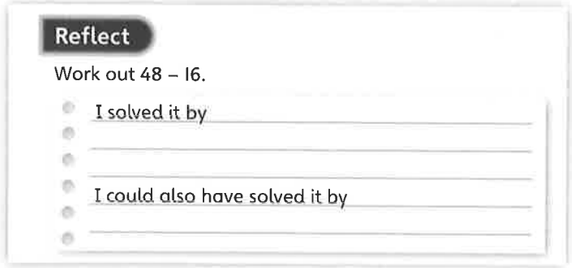
Have a go at questions by yourself using this Practice Book. Use what you have learned.

Challenge questions make you think hard!

Questions with this light bulb make you think differently.

Reflect

Each lesson ends with a Reflect question so you can show how much you have learned.

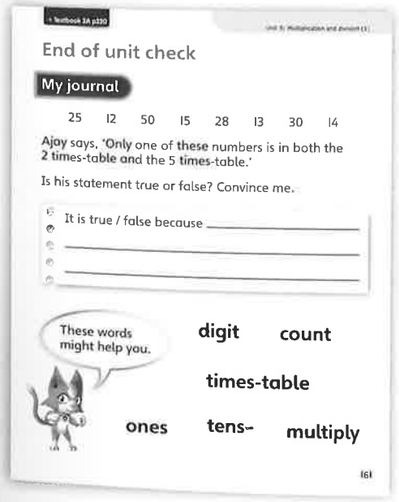


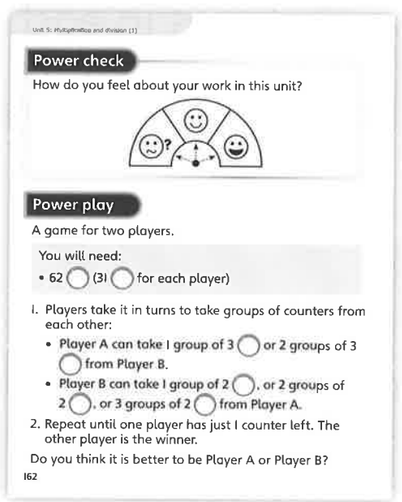
Show what you have done in My Power Points at the back of this book.

My journal

At the end of a unit your teacher will ask you to fill in My journal.

This will help you show how much you can do now that you have finished the unit.

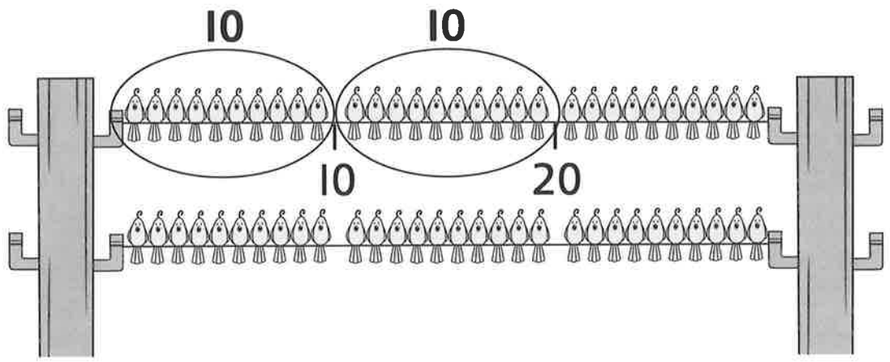

End of unit check
My journal
25 12 50 15 28 13 30 14
Ajay says, 'Only one of these numbers is in both the 2 times-table and the 5 times-table.'
Is his statement true or false? Convince me.
It is true / false because
These words might help you.
digit
count
times-table
ones
tens-
multiply
161


Power check
How do you feel about your work in this unit?
Power play
A game for two players.
You will need:
• 62 (31 for each player)
1. Players take it in turns to take groups of counters from each other:
• Player A can take 1 group of 3 or 2 groups of 3 from Player B.
• Player B can take 1 group of 2 , or 2 groups of 2 , or 3 groups of 2 from Player A.
2. Repeat until one player has just 1 counter left. The other player is the winner.
Do you think it is better to be Player A or Player B?
162

→ Textbook 2A p8

Counting objects to 100

1 How many birds are there?



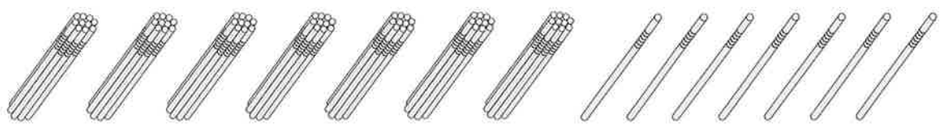
There are ☐ birds.

2 **a)** How many beads are there?

There are ☐ beads.

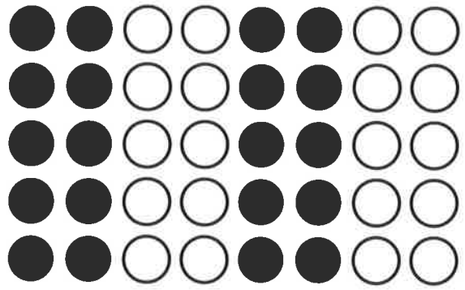
b) There are 10 straws in each .

How many straws are there?



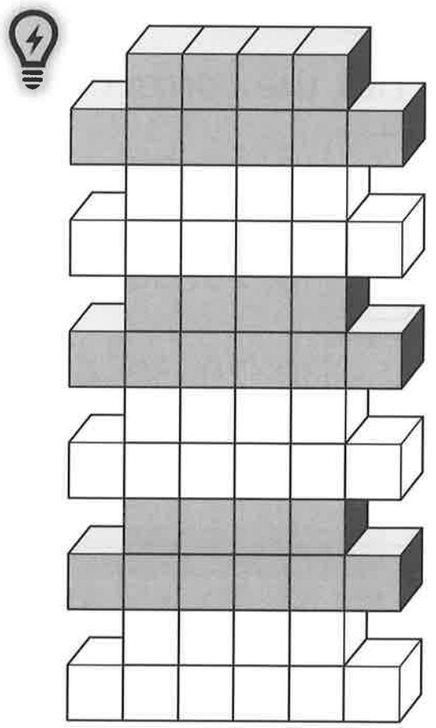
There are ☐ straws.

3 Count the dots.



There are ☐ dots.

4 Emma says you need 70 cubes to make this tower.

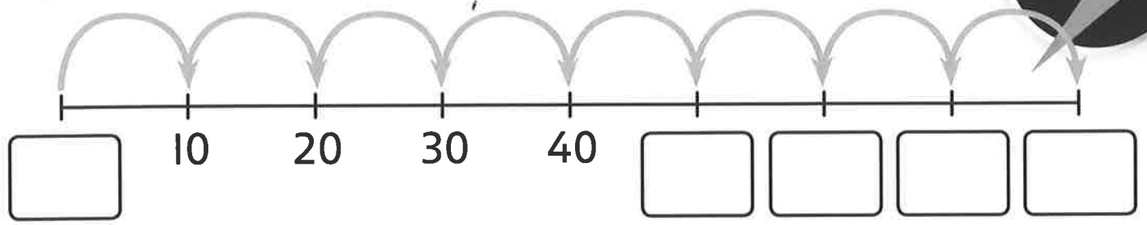


Prove Emma is wrong by counting in tens.

Emma is wrong. You need ☐ cubes to make the tower.

5 Fill in the missing numbers.

CHALLENGE

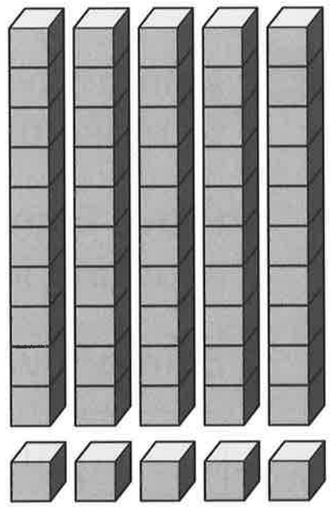


	10		30			60			90

100	90	80				40	30		

Reflect

Tick the correct count for these cubes.



☐ 10, 20, 30, 50, 60, 61, 62, 63, 64, 65

☐ 10, 20, 30, 40, 50, 51, 52, 53, 54, 55

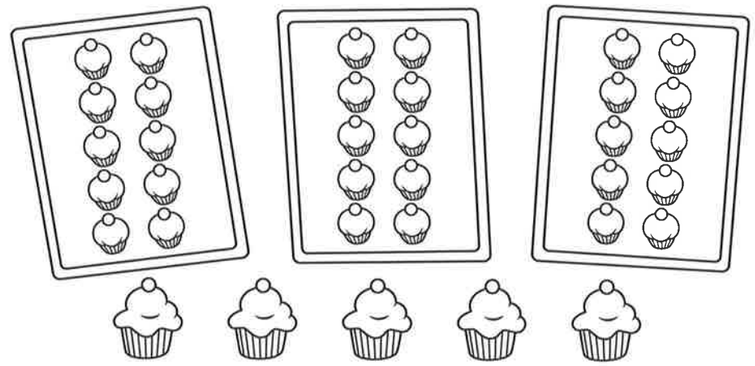
☐ 10, 20, 30, 40, 50, 51, 52, 54, 55, 56

Explain your answer.

→ Textbook 2A p12

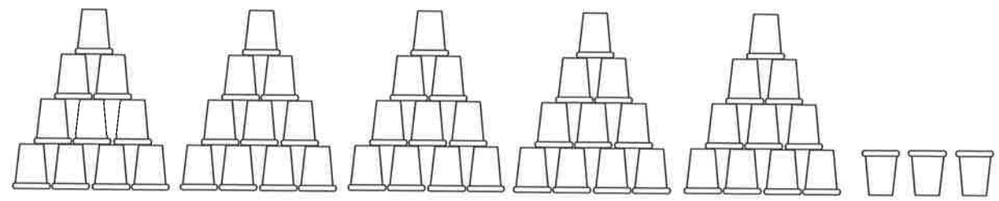
Representing numbers to 100

1 **a)** How many cakes are there?



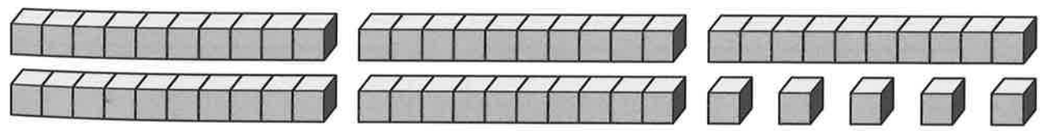
There are ☐ cakes.

b) How many cups are there?



There are ☐ cups.

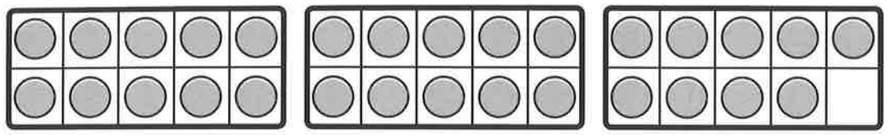
c) How many cubes are there?



There are ☐ cubes.

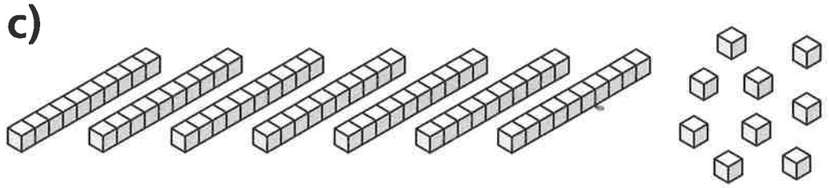
2 What numbers do these represent?

a)



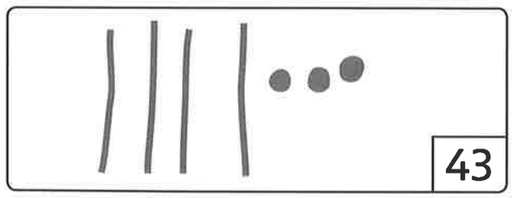
b)

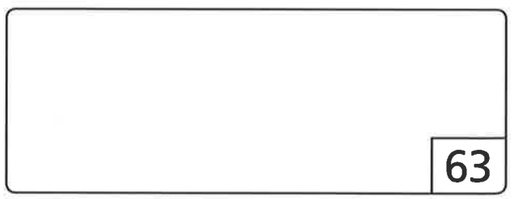
c)

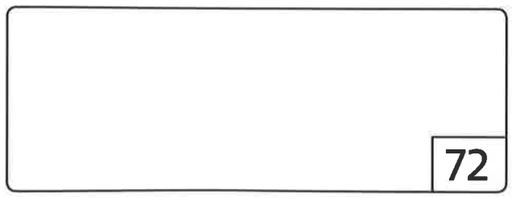


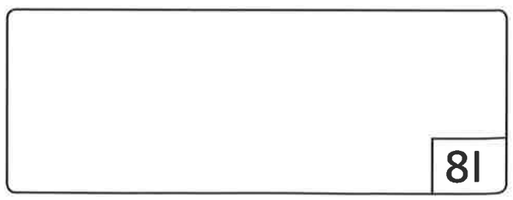
d)

3 What 10s and 1s equipment goes in the empty boxes? Draw lines and dots to show it. The first one has been done for you.





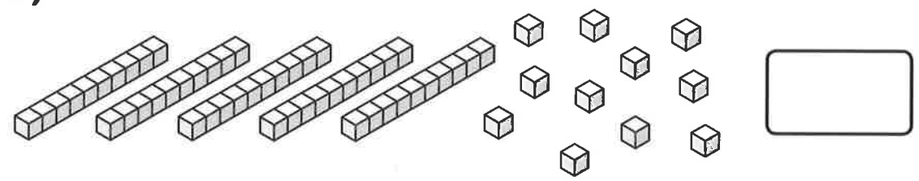




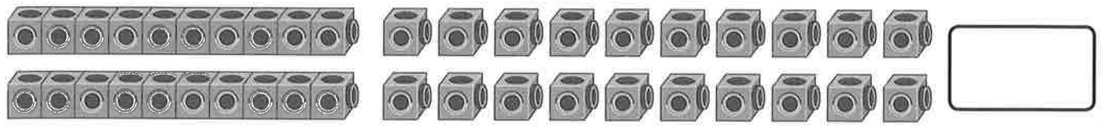
4 Write these numbers.

CHALLENGE

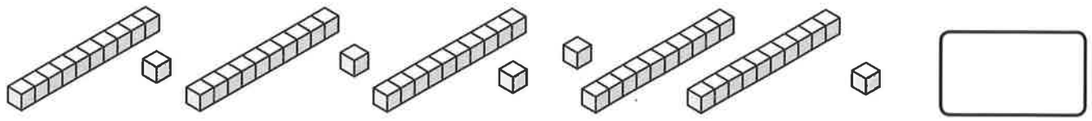
a)



b)



c)



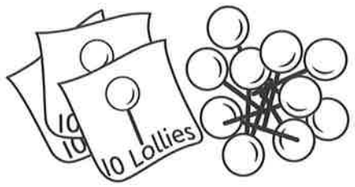
Reflect

Represent the number 43 using different equipment.
Describe or draw the different ways you did this.

Textbook 2A p16

Tens and ones 1

1 Tariq needs 29 lollies.



How many

does he need?

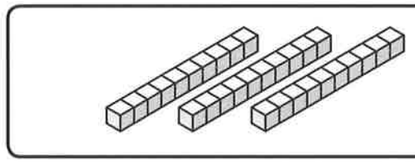
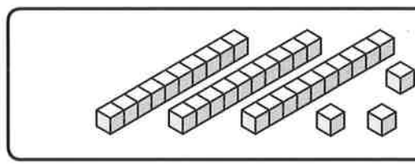
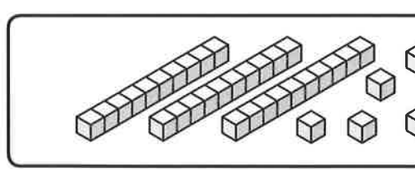
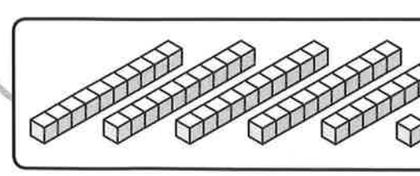
How many does he need?

29 is ☐

and ☐ .

2 Draw lines to make matching sets of three.

One has been done for you.

35		3 tens and 3 ones
53		5 tens and 3 ones
33		5 ones and 3 tens
30		3 tens

3 **a)** Complete the sentences.

45 is ☐ tens and ☐ ones.

23 is ☐ tens and ☐ ones.

7 is ☐ tens and ☐ ones.

64 is ☐ tens and ☐ ones.

90 is ☐ tens and ☐ ones.

4 is ☐ tens and ☐ ones.

b) Use these cards to complete the sentences.

Use each card once.

2	4	0	33	42

☐ tens and 3 ones is 43.

☐ is 3 tens and 3 ones.

2 tens and ☐ ones is 20.

☐ is 4 tens and ☐ ones.

4 Sam says: "2 tens is the same as 20 ones."

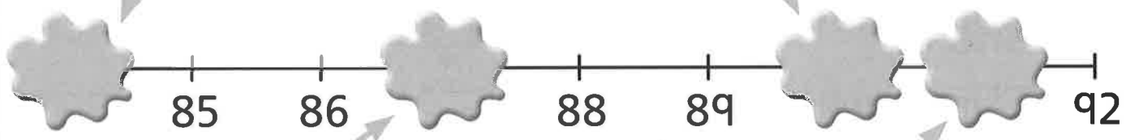
Do you agree? ☐ Yes ☐ No

Explain your answer.

5 Write in the missing numbers.

CHALLENGE

☐ tens and ☐ ones ☐ tens and ☐ ones



☐ tens and ☐ ones ☐ tens and ☐ ones

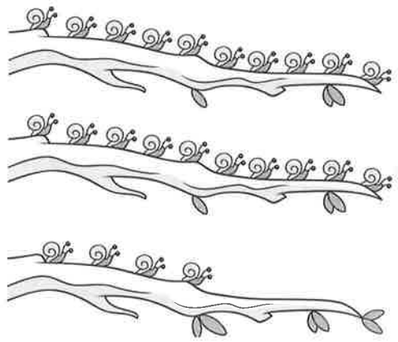
Reflect

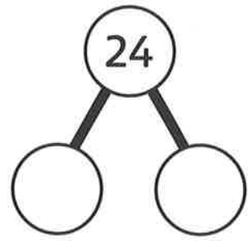
Tom says: "I am thinking of a number with 9 ones. What numbers could it be?"

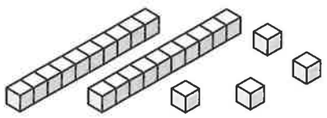
→ Textbook 2A p20

Tens and ones 2

1 Complete the part-whole diagram and addition.



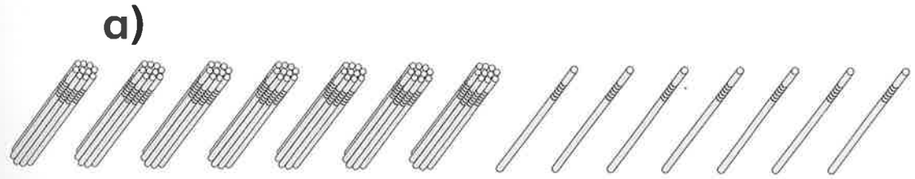


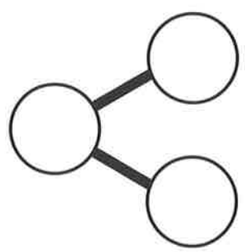


24 = ☐ + ☐

2 Complete the part-whole diagram and addition for each picture.

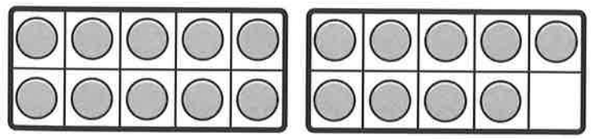
a)

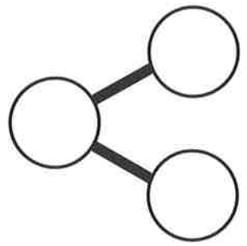




☐ = ☐ + ☐

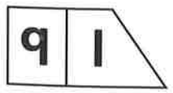
b)

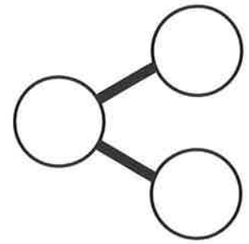




☐ = ☐ + ☐

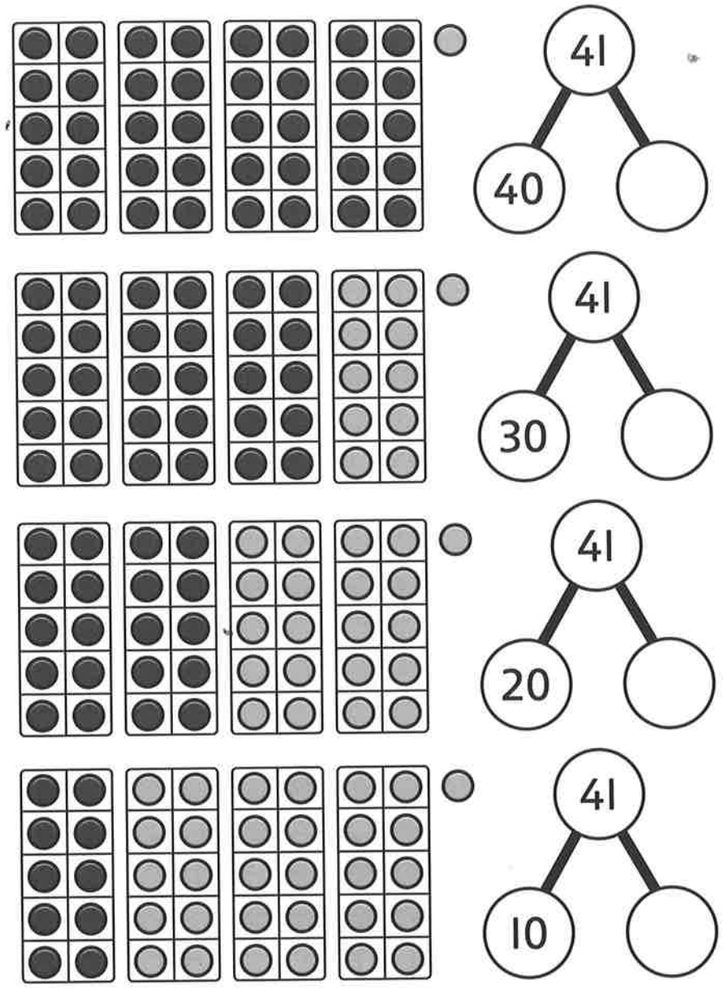
c)



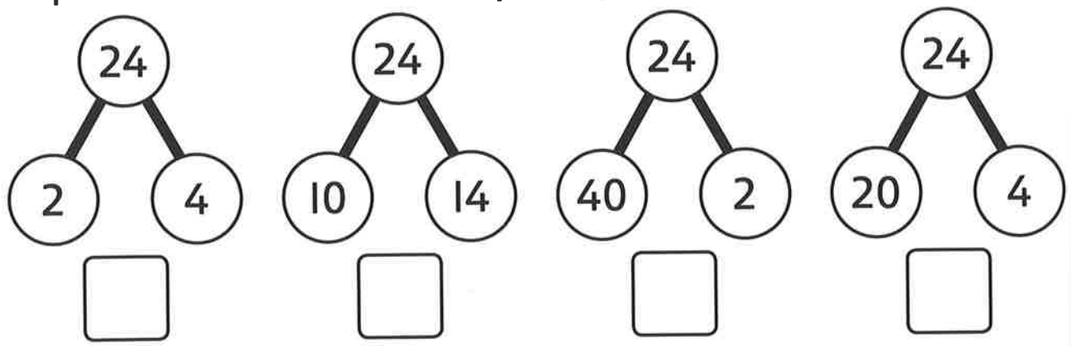


☐ = ☐ + ☐

3 Complete the part-whole diagrams to find 4 different ways to partition 41.



4 Which diagrams are correct?
Put a tick or a cross.
Explain the mistakes to your partner.



5 Use these cards to complete the additions.

CHALLENGE

Use each card once.

14	46	6	64	20	26

☐ = 60 + 4

74 = ☐ + 60

46 = ☐ + ☐

☐ = 40 + ☐

Reflect

Carlos partitions the number 39 like this:

39 = 30 + 9

Are there other ways to partition the number 39?

Explain your answer.

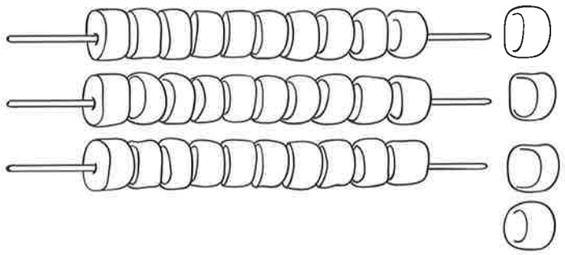
→ Textbook 2A p24

Representing numbers on a place value grid

1 Fill in the place value grids.

Complete the sentence for each picture.

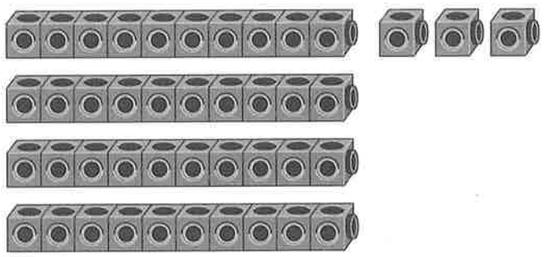
a)



Tens	Ones

There are ☐ ◯ .

b)



Tens	Ones

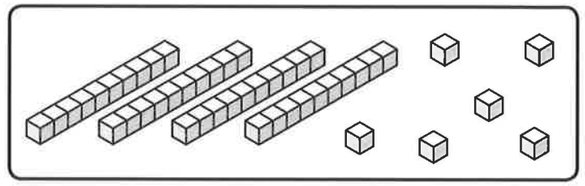
There are ☐ .

c)

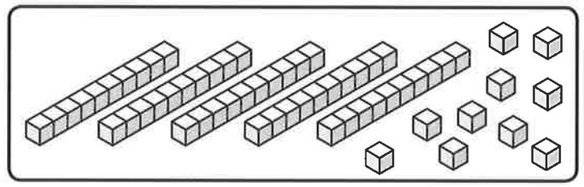
Tens	Ones

There are ☐ .

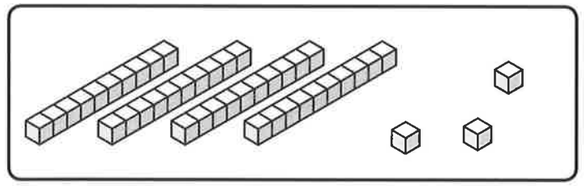
2 Match the pictures to the place value grids.



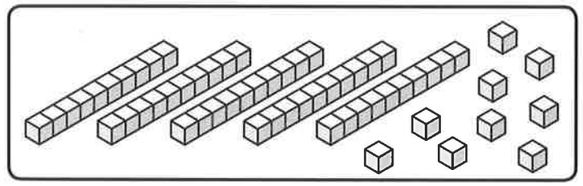
Tens	Ones
4	3



Tens	Ones
4	6



Tens	Ones
5	9

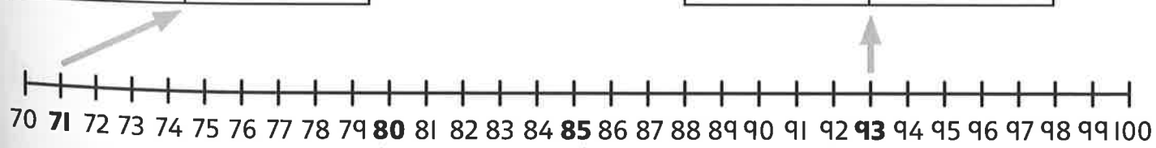


Tens	Ones
6	0

3 Complete the place value grids.

Tens	Ones

Tens	Ones



Tens	Ones

Tens	Ones

CHALLENGE

4 **a)** Mia thinks of a 2-digit number.

She says: "The tens digit is 1 more than the ones digit. One of my digits is a 5."

What numbers could Mia be thinking of?

b) Rav thinks of a 2-digit number.

He says: "The tens digit is 9 more than the ones digit."

What number must Rav be thinking of? ☐

I will work out what the tens digit is.

Reflect

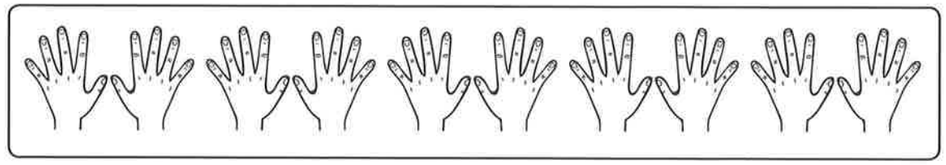
Write down what each 8 stands for in these numbers.
85, 80, 88, 8 and 82.

Explain your answers to your partner.

Textbook 2A p28

Comparing numbers 1

1 Which is greater?

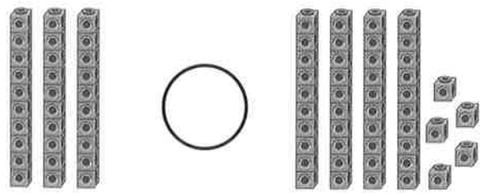


☐ is greater than ☐.

☐ > ☐

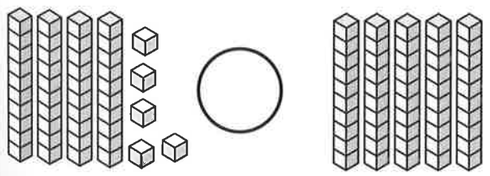
2 Complete the number sentences using <, > or =.

a)



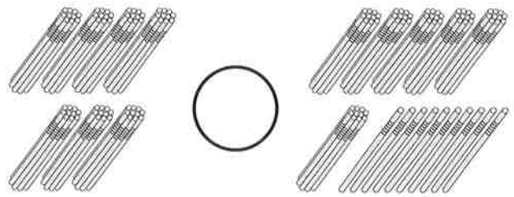
☐ ○ ☐

b)



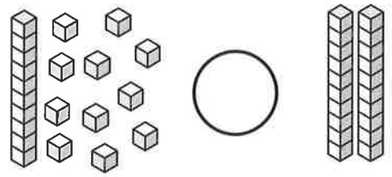
☐ ○ ☐

c)



☐ ○ ☐

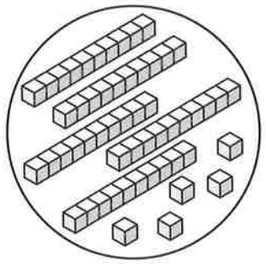
d)

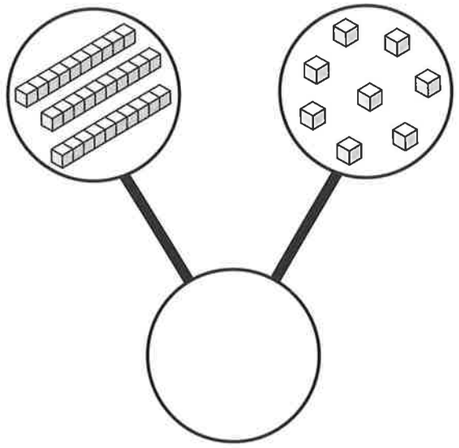


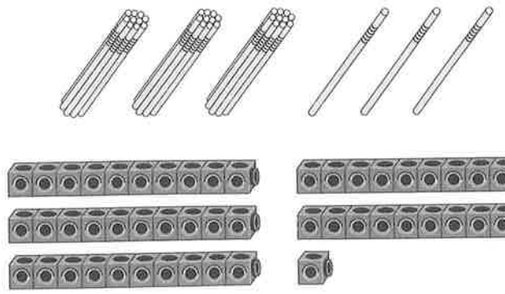
☐ ○ ☐

3 Write the numbers shown in the pictures.
Decide whether each number is < 40 or > 40.
Draw a line to the correct card.
One is done for you.

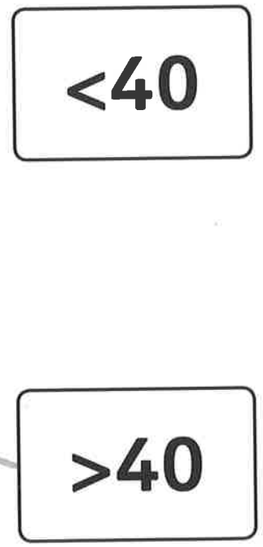
Tens	Ones
6	2







62



4 Use these cards to complete the sentences.

Use each card once.

6	9
2	8

8 tens and 7 ones < ☐ tens and 5 ones.

4 tens and ☐ ones < 48.

☐ tens and ☐ ones < 32.

Reflect

47 < 54

True or false? Explain how you know.

→ Textbook 2A p32

Comparing numbers 2

1 Which is more?

Circle the greater number in each pair.

a)

Tens	Ones
5	5

Tens	Ones
6	5

b)

Tens	Ones
5	4

Tens	Ones
4	5

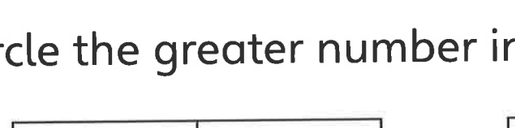
c)

Tens	Ones
2	1

Tens	Ones
2	9

d)

e)



f) 30 44

g) 45 43

2 **a)** Complete the number statements.

Use **less than**, **greater than** and **equal to**.

3 tens is _____ 24.

50 is _____ 4 tens and 8 ones.

90 is _____ 98.

21 _____ 2 tens and 1 one.

b) Complete the number statements.

Use < and >.

35 ◯ 53

53 ◯ 63

One less than 63 ◯ 60.

One more than 50 ◯ one less than 51.

3 Complete the number statements.

a) ☐9 < 50

b) 55 < 5☐

c) Use the same digit twice.

8☐ < ☐0

4 Work out the number from the clues.

CHALLENGE

Beth says: "My number is greater than 50.
It is less than 55.
It has a 3 as one of its digits."

Beth's number is ☐.

Reflect

I know that 87 is more than 78 because _____

_____

_____

→ Textbook 2A p36

Ordering numbers

1 Circle the smallest number.

a)

9	0		5	1		8	1

b)

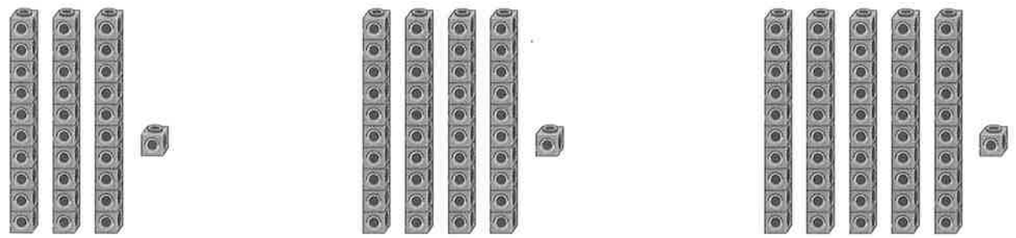
Tens	Ones
2	9

Tens	Ones
3	5

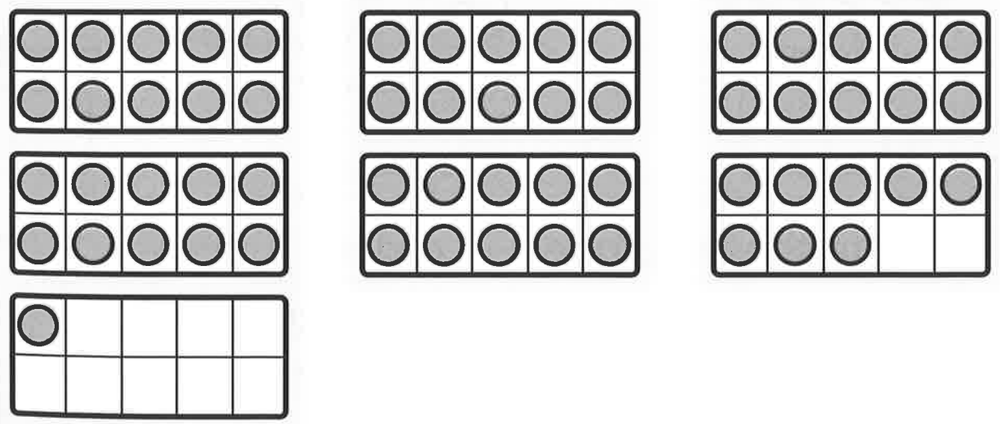
Tens	Ones
7	9

2 Circle the greatest number.

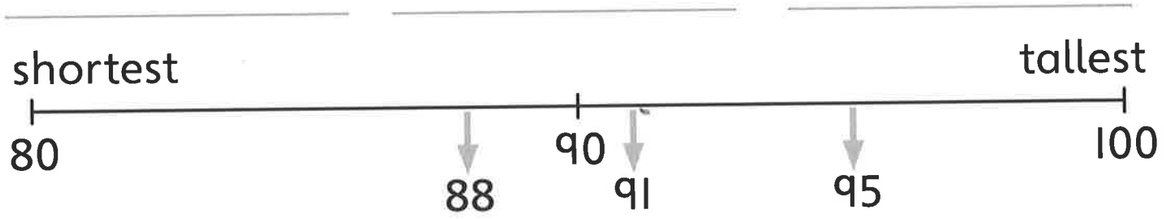
a)



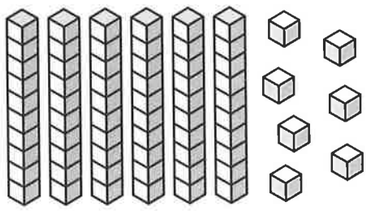
b)

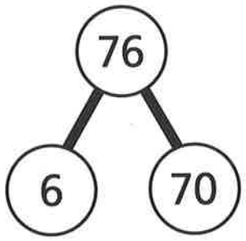


3 Abbie is 88 tall. Maya is 95 tall. Anna is 91 tall. Write the name for each girl.



4 Order these numbers.





Tens	Ones
6	5

least ☐ < ☐ < greatest ☐

5 Put these numbers in order.

a) 55, 45, 75

☐ < ☐ < ☐

b) 55, 54, 57

☐ < ☐ < ☐

CHALLENGE

6 Cheryl has more than Amy but less than Bill.

Bill has 9 tens and 2 ones.

Amy has 8 tens and 8 ones.

Write 3 different numbers that Cheryl could have.

☐, ☐, ☐

Reflect

Order these numbers from smallest to greatest.

Tick to show whether you looked at the tens, the ones or both.

98, 28, 58

			Tens	Ones
☐	< ☐ <	☐	☐	☐

48, 47, 41

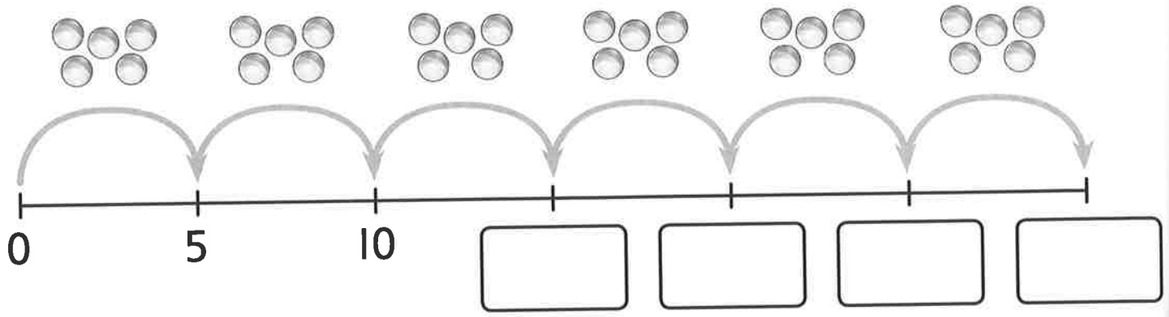
☐	< ☐ <	☐	☐	☐

Textbook 2A p40

Counting in 2s, 5s and 10s

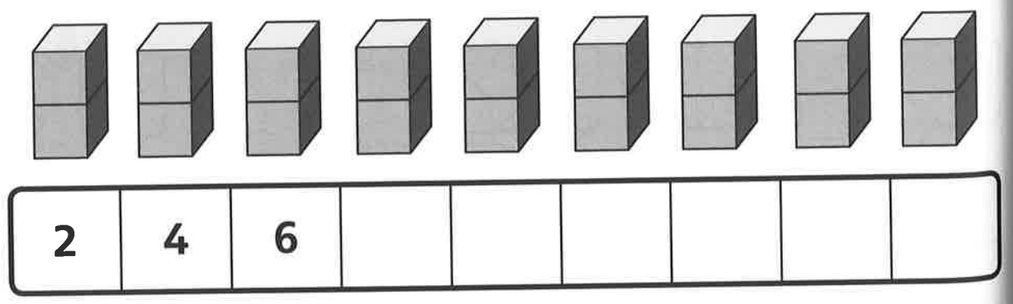
1 **a)** Hanif counts his in 5s.

How many does Hanif have?



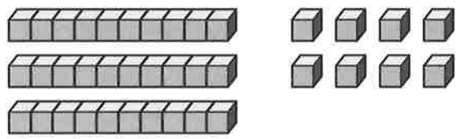
Hanif has ☐ .

b) How many has Cass got?

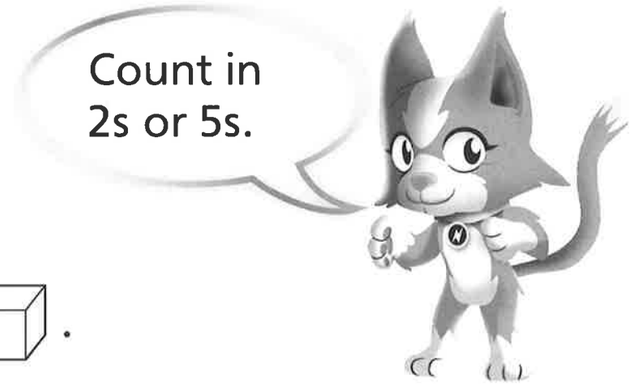


Cass has ☐ .

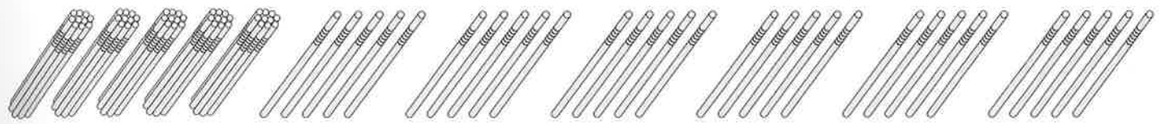
2 **a)** Count the .



There are ☐ .



b) Count the .



There are ☐ .

3 Complete these counts.

a) 65, 70, 75, ☐, ☐, ☐

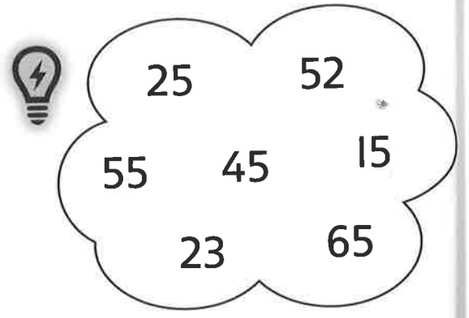
b) ☐, ☐, ☐, 30, 32, 34

c) 60, 62, ☐, ☐, ☐, 70

d) ☐, ☐, 65, 60, ☐, ☐

4 Joe says: 'I started on 20 and counted in 5s up to 50.'

Cross out the numbers that were not in his count.



5 Complete the number statements.

CHALLENGE

Use <, > or =

a) 5 more than 10 ◯ 16

b) 2 more than 18 ◯ 5 less than 25

c) 5 less than 50 ◯ 2 more than 48

Reflect

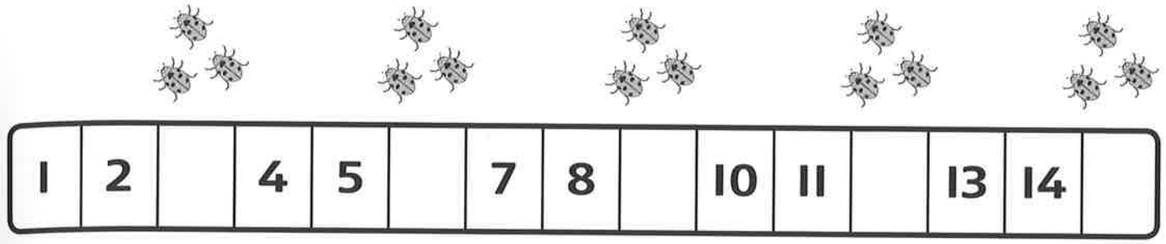
Leo says: 'I counted down in 2s from 50.'
Eva says: 'I counted up in 5s from 20.'

Who will say the number 10? How do you know?

→ Textbook 2A p44

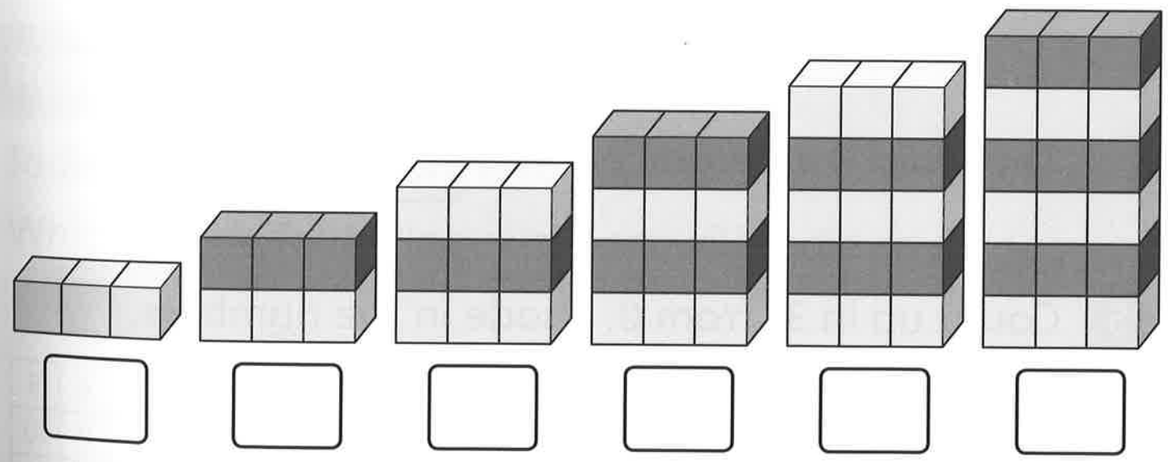
Counting in 3s

1 How many are there?



2 How many are there in each tower?

a) **b)** **c)** **d)** **e)** **f)**



→ Textbook 2A p48

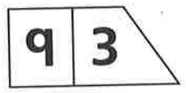
End of unit check

My journal

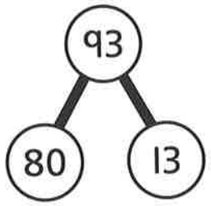
Which diagram shows a different number?

Prove it.

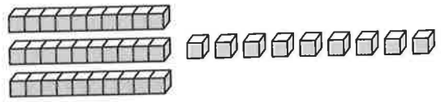
A



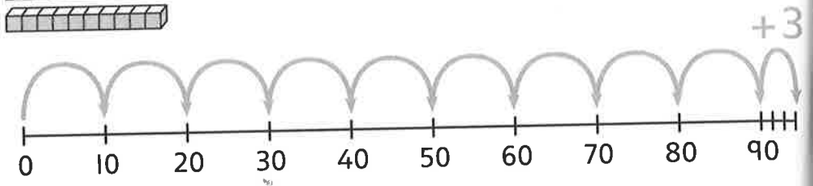
B



C



D



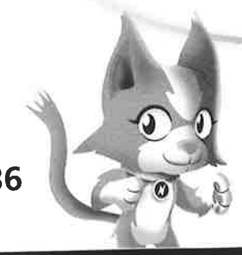
I can prove that ☐ is a different number

because _____

_____

_____ .

These words might help you.



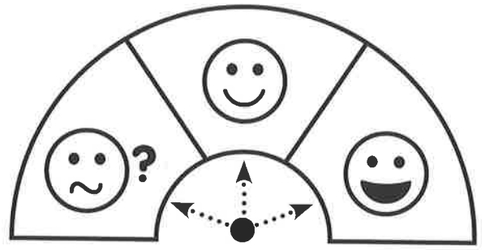
tens **ones**

part whole

number line

Power check

How do you feel about your work in this unit?



Power play

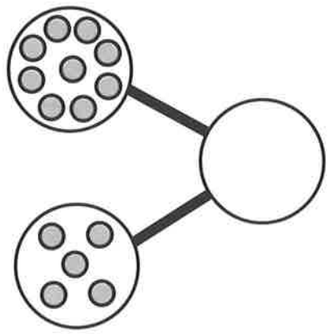
Start on 10. You can move left, right, up or down.
Choose if you want to count in 2s or 5s.
Predict which 100 you will reach.
Colour your path to 100 to test your prediction.

10	12	14	16	50	52	62	64	100
15	20	16	18	48	54	60	66	98
20	24	22	20	46	56	58	68	96
25	26	28	42	44	74	72	70	84
30	35	30	40	38	76	78	80	82
32	40	32	34	36	80	88	86	84
90	45	50	36	70	75	90	92	94
95	90	55	60	65	80	85	98	96
100	98	90	98	100	95	90	100	95

→ Textbook 2A p52

Related facts – addition and subtraction

1 Complete the and the number sentences.



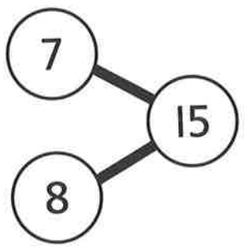
$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

2 **a)** Complete the fact family for the .



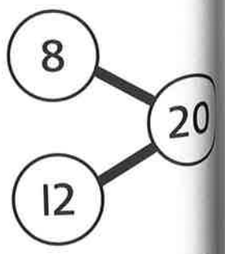
$\square = \square$

$\square = \square$

$\square = \square$

$\square = \square$

b) Circle all the mistakes in the number sentences and rewrite the number sentences correctly.



$8 + 12 = 20$ _____

$12 + 20 = 8$ _____

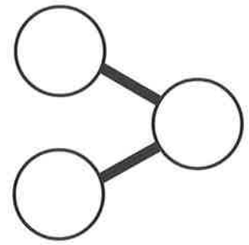
$8 - 20 = 12$ _____

$20 - 12 = 8$ _____

3 Complete the for these number facts.

$5 + 6 = 11$

$6 + 5 = 11$

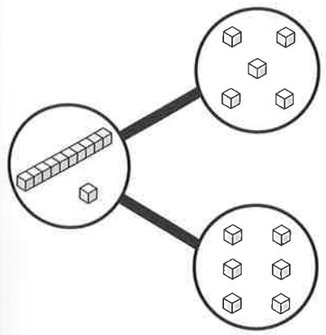


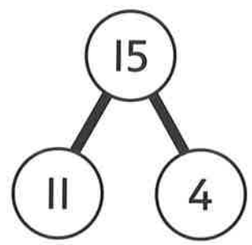
Write two more number sentences to complete the fact family.

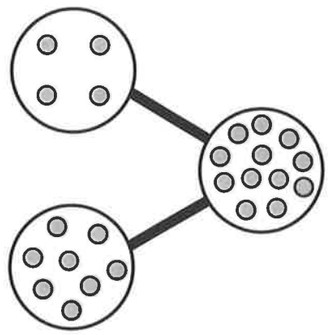
$\square \bigcirc \square = \square$

$\square \bigcirc \square = \square$

4 Look at these three . Use them to complete the number sentences.







$4 + \square = 15$

$12 - 8 = \square$

$4 + 8 = \square$

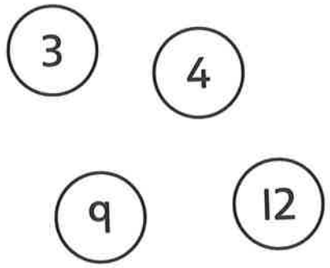
$11 - 5 = \square$

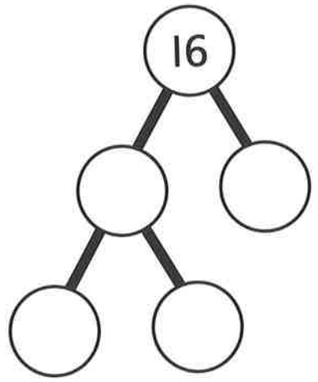
$12 = 8 + \square$

$6 + \square = 11$

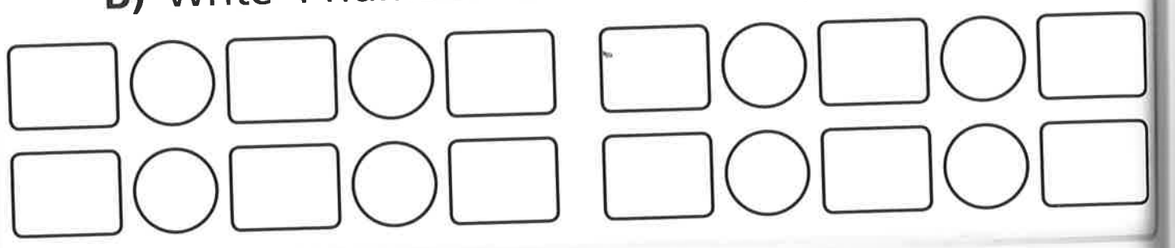
CHALLENGE

5 **a)** Use the numbers to complete the .



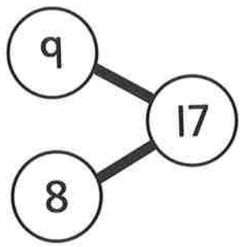


b) Write 4 number facts from the part-whole.



Reflect

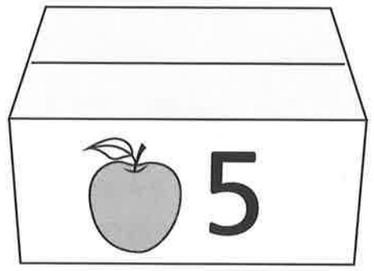
Use the to write as many number sentences as you can.

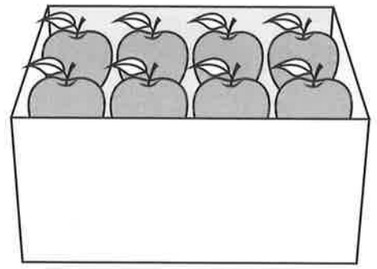


→ Textbook 2A p56

Using number facts to check calculations

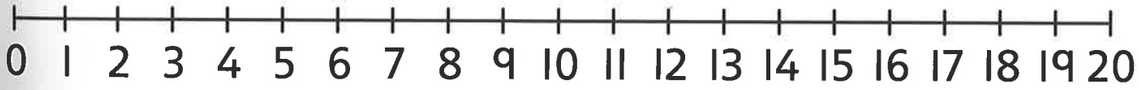
1



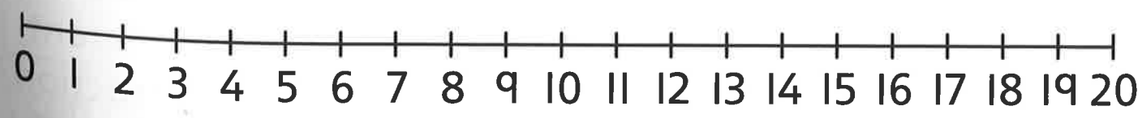


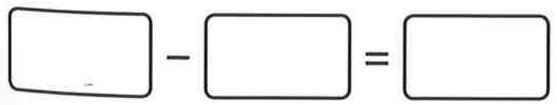
There are 13 in total.

a) What subtraction can be used to check this total is correct?

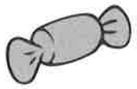


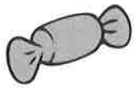
b) Write a different subtraction you could use to check the total number of .

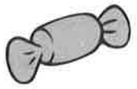




2 Lara has 12 .

Koji says he has taken 3  .

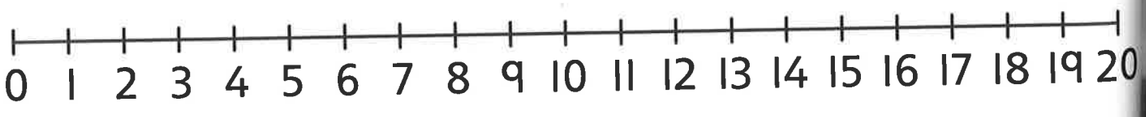
Lara has 8  left.

Do you think Koji really took 3  ?

a) Do an addition to find out how many sweets Koji really took.

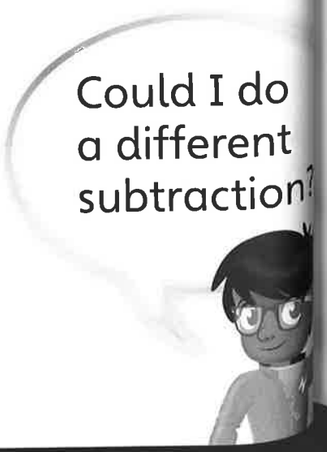
□ + □ = □

b) Now do a subtraction to find out how many sweets Koji really took.



□ − □ = □

c) How many sweets did Koji take?



3 Which calculations will help you check the calculation on the screen?

17 − 5 = 12

5 + 17 | 12 − 5 | 17 − 12 | 5 + 12 | 12 + 5 | 5 − 17

4 Write different calculations you could use to check these answers.

CHALLENGE

Correct any that are wrong.

15 + 4 = 20 □ ○ □ = □

14 = 19 − 5 □ ○ □ = □

8 + 8 = 16 □ ○ □ = □

Reflect

I can make up my own calculation.

□ ○ □ = □

I can check it is correct using this different calculation.

□ ○ □ = □

Textbook 2A p60

Comparing number sentences

1 **a)** Are there more or ?

5 + 3 ◯ 5 + 6 There are more _____.

b) Tim and Donna each have 14 counters.

Tim gives 5 ◯ away. Donna gives 8 ◯ away.

Who has the most counters left?

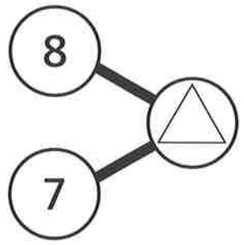
Tim

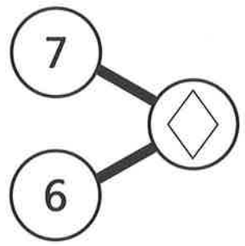
Donna

14 − □ ◯ 14 − □

_____ has the most counters left.

2





Does △ or ◇ have the greatest value?

has the greatest value.

3 Use <, > or = to make each number sentence correct.

10 + 4 ◯ 18

9 + 2 ◯ 9

8 + 8 ◯ 7 + 7

9 − 5 ◯ 9 − 8

16 + 3 ◯ 16 − 1

10 + 2 ◯ 9 + 3

Are there any I could do without working out the answers on both sides?

4 **a)** Find numbers that make these number sentences correct.

CHALLENGE

$3 + 7 > 3 + \square$ $\quad$ $5 + 14 > \square + 14$

$6 - 2 < 6 - \square$ $\quad$ $12 + \square = 6 + 12$

$12 + 6 < 11 + \square$ $\quad$ $20 + \square = 20$

b) Find **one** number that makes **both** of these number sentences correct.

$7 + 6 > 6 + \square$ $\quad$ $14 - \square < 14 - 10$

Reflect

I can use the digits 4, 5, 6 and 7 to complete the following number sentences.

$\square + \square < \square + \square$

$\square + \square = \square + \square$

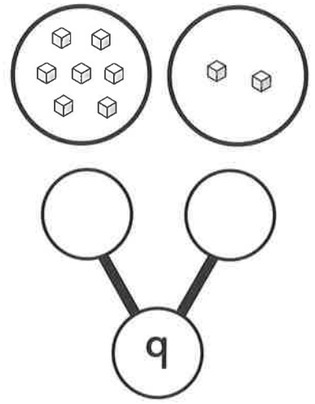
$\square - \square = \square - \square$

$\square - \square > \square - \square$

Textbook 2A p64

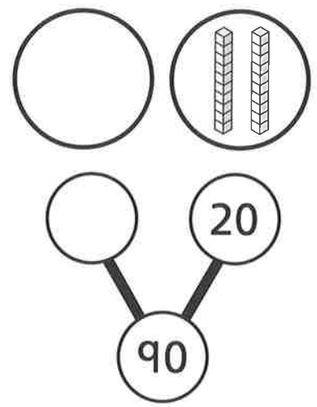
Finding related facts

1 Complete the diagrams and the number sentences.



$2 + \square = 9$

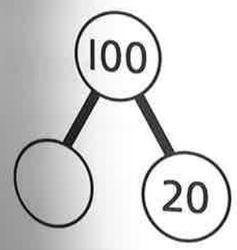
$\square = 9 - 2$

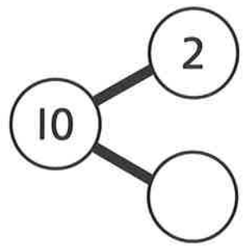


$20 + \square = 90$

$\square = 90 - 20$

2 Use the bead string to complete the diagrams and the number sentences.





100	
20	80

$20 + \square = 100$ $\quad$ $100 - 20 = \square$ $\quad$ $\square + 2 = 10$

3 Use the diagrams to complete the number sentences.

a)

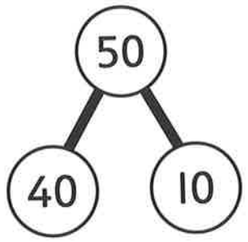
10	
4	6

$4 + \square = 10$

$\square = 40 + 60$

$100 - 40 = \square$

b)



$40 + 10 = \square$

$50 - 40 = \square$

$5 - \square = 1$

c)

$\square = 4 + 5$

$50 + 40 = \square$

$40 + \square = 90 - \square$

4 **a)** Use the number facts to complete the number sentences.

CHALLENGE

$7 + 3 = 10$	$90 - 70 = 20$	$1 + 6 = 7$

$10 + 60 = \square$

$10 - \square = 1 + \square$

$90 - \square = 10 + \square$

b) Use the same number facts to write your own number sentence.

$\square + \square = \square - \square$

Use to help you.

Reflect

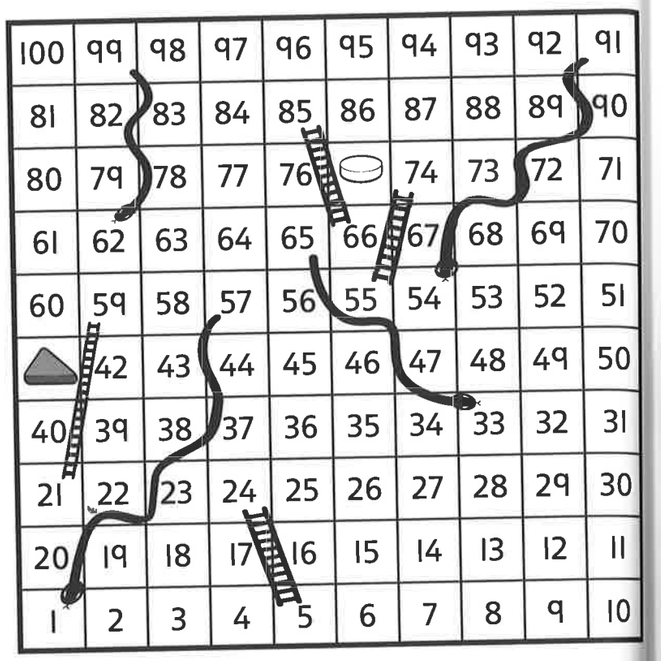
Write down three number facts related to 3 + 5 = 8.

→ Textbook 2A p68

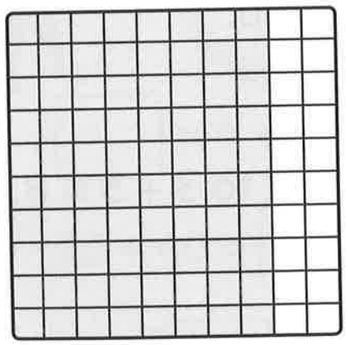
Making number bonds to 100

1 How many more squares does have to move to get to 100?

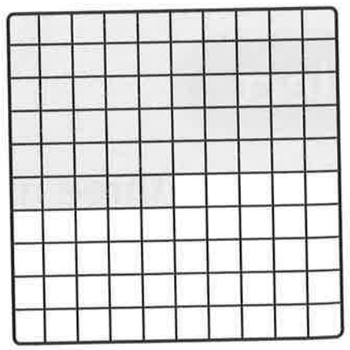
How many more squares does have to move to get to 100?



2 Complete the number sentences.



80 + ☐ = 100



55 + ☐ = 100

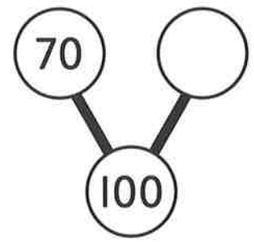
3 Use the to help you complete the number sentences.

a) 40 + ☐ = 100

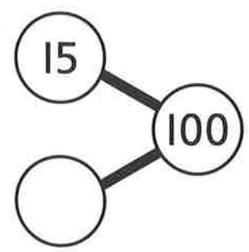
b) 100 = ☐ + 29

4 Complete the diagrams and number sentences.

a)



b)



c)

100	
21	

d) 7 + ☐ = 100

e) ☐ + 77 = 100

f) 100 = 100 + ☐

I used a or to help me

5 Both ● are the same number.

What is the value of ●?

● + ● = 100

6 Fill in the missing digits in these number sentences.

CHALLENGE

a) 3□ + □4 = 100 **b)** □5 + 8□ = 100

Reflect

Put digits in the boxes to make the statement true.

□0 + □0 = 100

How many ways can you find?
What approach did you use?

Textbook 2A p72

Adding and subtracting Is

1 How many seeds are there in total?

20 21 22 23 24 25 26 27 28 29 30

□ + □ = □

There are □ seeds in total.

2 There are 29 animals in a field.

There are 5 🐄. The rest are 🐑.

How many 🐑 in the field?

Tens	Ones
▮▮	⬡⬡⬡ ⬡⬡⬡ ⬡⬡⬡

T	O
2	9
−	□
□	□

There are □ 🐑 in the field.

3 Complete the number sentences.

a) 45 + 2 = ☐

	T	O
	☐	☐
+		☐
	☐	☐

b) 56 + 3 = ☐

	T	O
	☐	☐
+		☐
	☐	☐

c) ☐ = 92 + 7

	T	O
	☐	☐
+		☐
	☐	☐

d) 45 – 3 = ☐

	T	O
	☐	☐
–		☐
	☐	☐

e) 68 – 8 = ☐

	T	O
	☐	☐
–		☐
	☐	☐

4 Complete these number sentences.

17 + 1 = ☐

25 + ☐ = 29

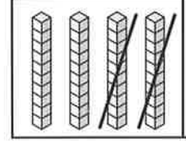
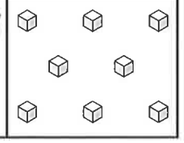
☐ = 41 + 6

45 – 5 = ☐

☐ = 39 – 8

☐ – 5 = 32

5 What is wrong with the calculation?

Tens	Ones
	

48 – 2 = 28

	T	O
	4	8
–	2	
	2	8

Write the correct number sentence.

☐

Reflect

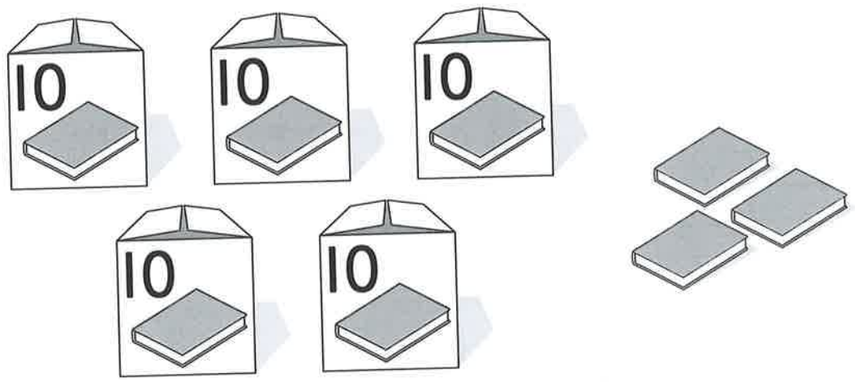
Explain to your friend two ways to work out

22 + 4 and 59 – 7

→ Textbook 2A p76

Finding 10 more and 10 less

1 a)

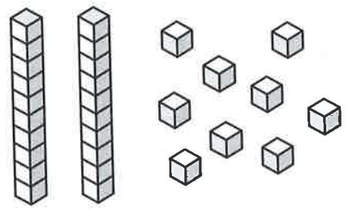


There are ☐ .

Another 10 is added.

Now there are ☐ .

b)



There are ☐ .

10 less is ☐ .

2 Complete each number track and number line.

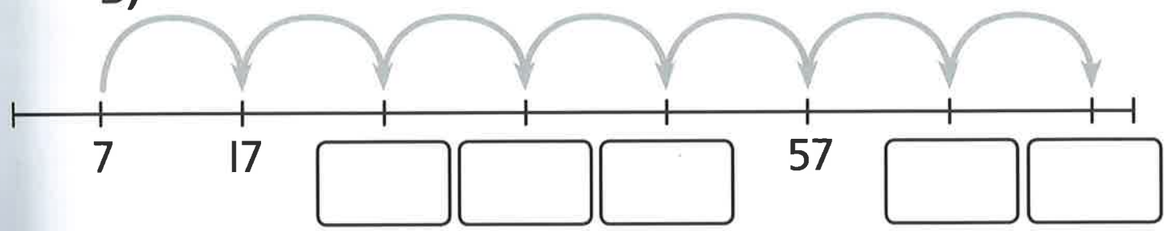
Use the 100 square to help you.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

a)

44		64	74		

b)



c)

		68	58	48		

3 Complete the table.

10 less	Number	10 more
	30	
	72	
23		
		54

4 Complete each number sentence.

10 more than 25 is ☐.

☐ is 10 more than 73.

54 + 10 = ☐

☐ + 10 = 100

10 less than 89 is ☐.

10 less than ☐ is 36.

☐ = 73 − 10

☐ − 10 = 77

5 Rob is thinking of a number.

1 less than his number is 37.

10 more than his number is ☐.

10 less than his number is ☐.

CHALLENGE

Reflect

48 | 49 | 50 | 51 | 52 | 53

10 more than ☐ is ☐.

10 less than ☐ is ☐.

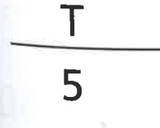
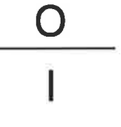
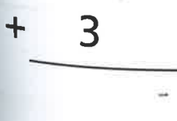
Challenge your friend. How can you check they got it right? Take it in turns to work out 10 more.

Textbook 2A p80

Adding and subtracting 10s

1

a) How many cans are there in total?

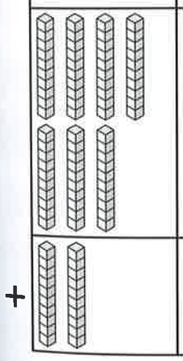
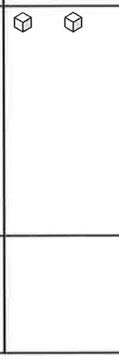
Tens	Ones
	
+ 	

T	O
2	8
+ 3	0

There are ☐ cans in total.

I think I should add the ones first.

b)

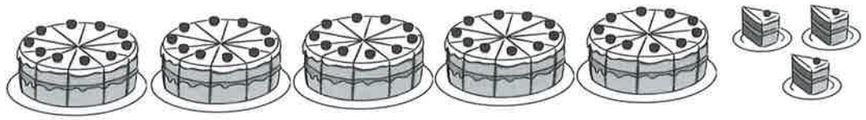
Tens	Ones
	
+	

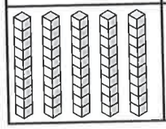
T	O
7	2
+ 2	0

c)

T	O
5	1
+ 3	0

2 **a)** Two whole cakes are sold. How many pieces of cake are left?

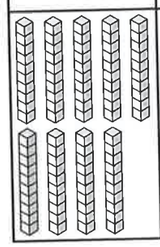
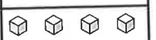


Tens	Ones
	

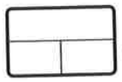
T	O
5	3
– 2	0

There are ☐ pieces of cake left.

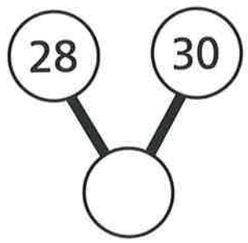
b)

Tens	Ones
	

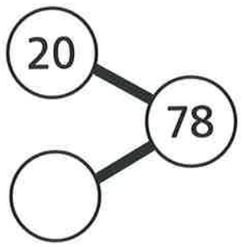
T	O
9	4
– 8	0

3 Complete the and  .

a)



b)



c)

84	
	50

4 Fill in the missing digits.

	8	2			2	2
–	☐	0		+	☐	☐
	5	2			8	2

5 Complete these number walls.

CHALLENGE

50	18
38	
10	

74	
4	
20	
	4

Reflect

Fill in the missing digits to complete the number sentences.

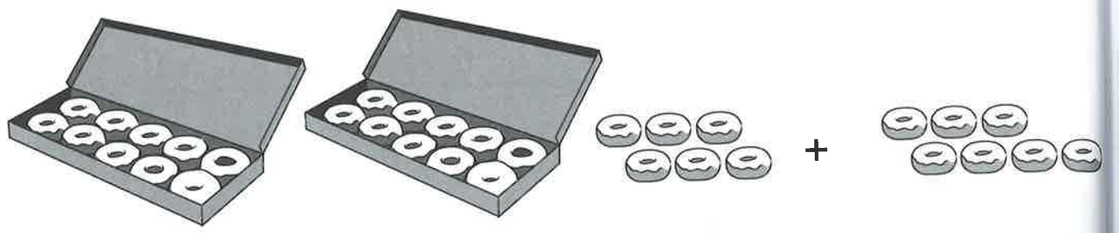
☐6 + ☐0 = 76 ☐6 – ☐0 = 36

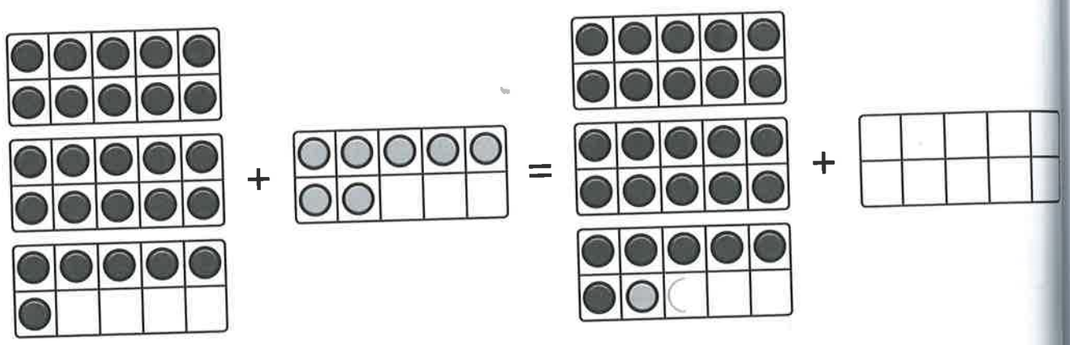
Explain how you did it.

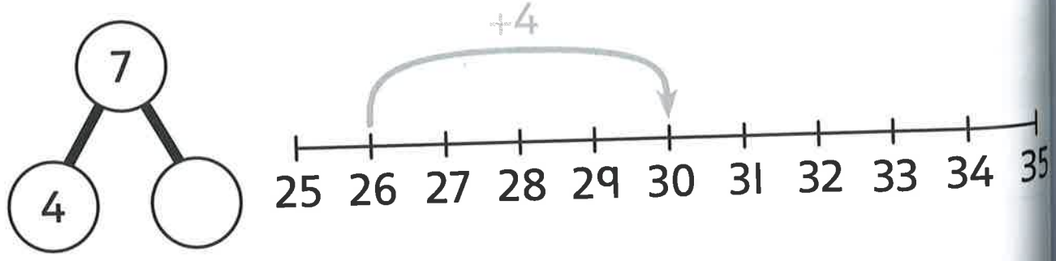
→ Textbook 2A p84

Adding a 2-digit number and a 1-digit number 1

1 How many are there in total?







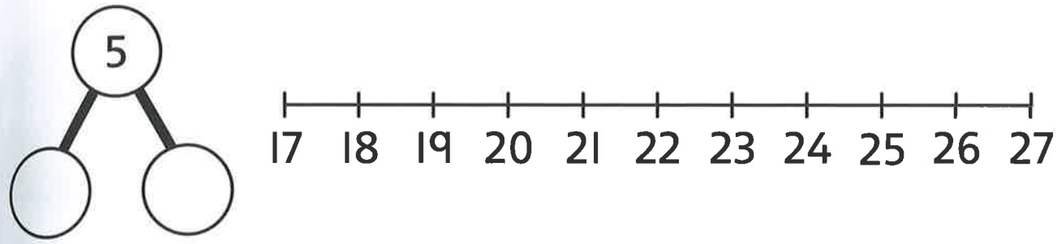
26 + 7 = 26 + ☐ + ☐ = ☐

There are ☐ in total.

2 A jar contains 18 coins.

Mark puts 5 coins into the jar.

How many coins are there in the jar now?

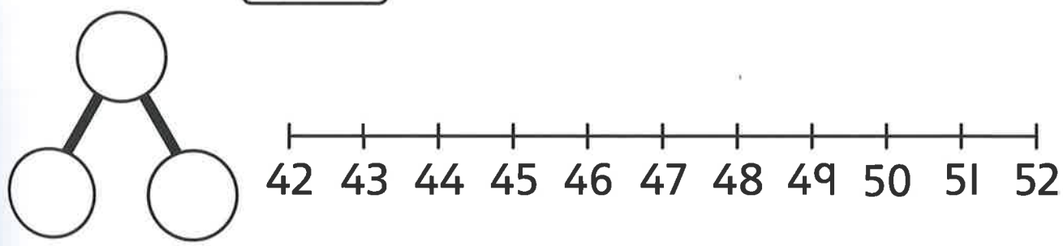


18 + 5 = 18 + ☐ + ☐ = ☐

There are ☐ coins in the jar now.

3 Complete each number sentence.

a) 43 + 8 = ☐



☐ + ☐ = ☐ + ☐ + ☐ = ☐

b) 57 + 7 = ☐ + ☐ + ☐ = ☐

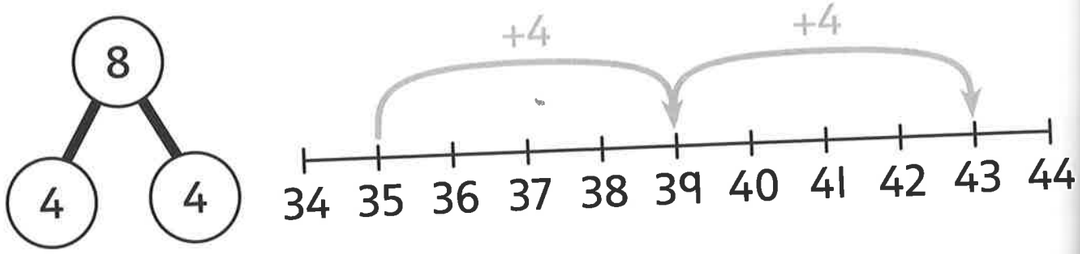
4 Complete each number sentence.

a) 84 + 7 = 84 + 6 + ☐ = ☐

b) 8 + 46 = 46 + ☐ + ☐ = ☐

5 Mary is working out 35 + 8.

Here is her working.



35 + 8 = 35 + 4 + 4 = 43

How could Mary improve her method?

_____

_____

Reflect

54 + 8

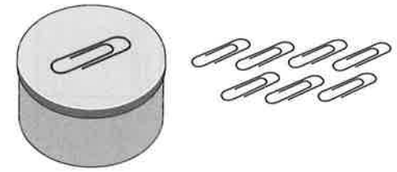
Explain why you would add on 6 first and then 2.

_____

Textbook 2A p88

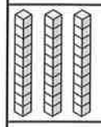
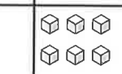
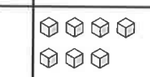
Adding a 2-digit number and a 1-digit number 2

1 The tub contains 36 paper clips.

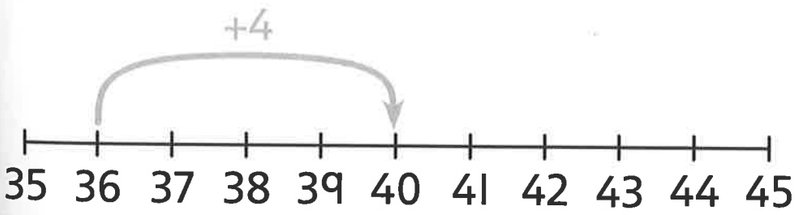


Rani adds 7 paper clips.

How many paper clips are there in total?

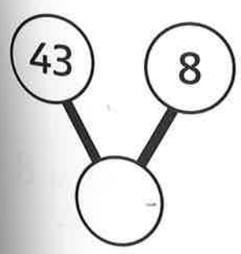
Tens	Ones
	
+	

T	O
3	6
+	7



There are ☐ paper clips in total.

2 Work out the whole.



	4	3
+		8

3 Complete each number sentence.

a)

Tens	Ones
|||	⬡⬡⬡
+	⬡⬡⬡⬡ ⬡⬡⬡⬡

T	O
2	3
+	8

23 + 8 = ☐

b)

☐	☐	
+	☐	☐
☐	☐	

I used ⬡⬡⬡ ⬡⬡⬡ to help me.

☐ = 18 + 8

4 Fill in the missing digits.

a)

T	O
6	4
+	☐
☐	1
1	

b)

T	O
3	☐
+	5
☐	3
1	

5 Pick a number from each box and add them together.

CHALLENGE

43	56	19	27	38

9	6	5	4

a) What is the biggest total you can make using two different numbers?

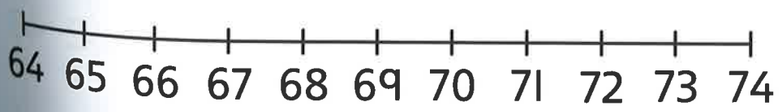
☐ + ☐ = ☐

b) Find two ways to make 47.

☐ + ☐ = 47 ☐ + ☐ = 47

Reflect

Use two different methods to work out 65 + 8.



65 + 8 = 65 + ☐ + ☐ = ☐

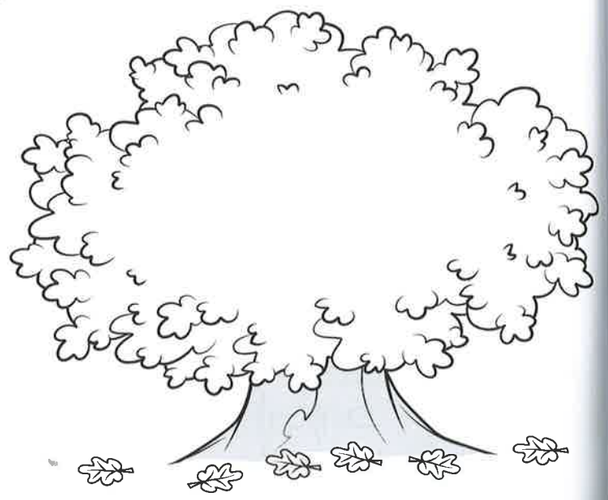
T	O
☐	☐
+	☐ ☐
☐	☐

Textbook 2A p92

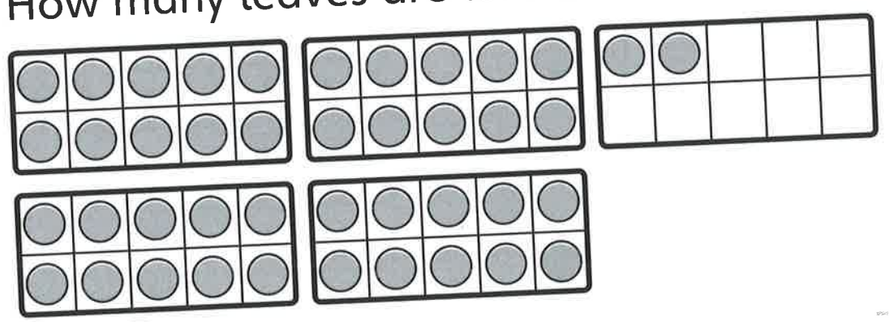
Subtracting a 1-digit number from a 2-digit number 1

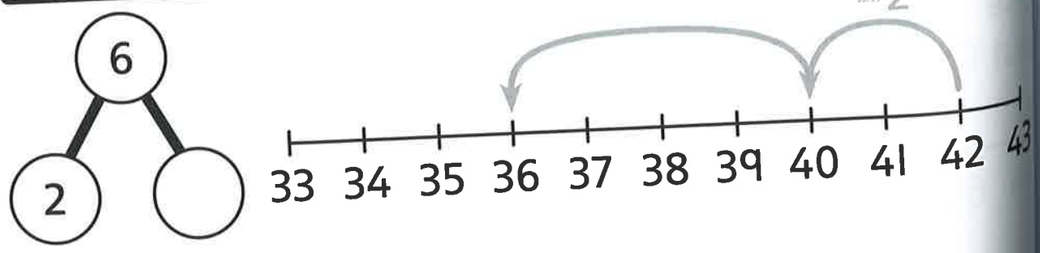
1 There are 42 leaves on the tree.

6 leaves fall to the ground.



How many leaves are left on the tree?



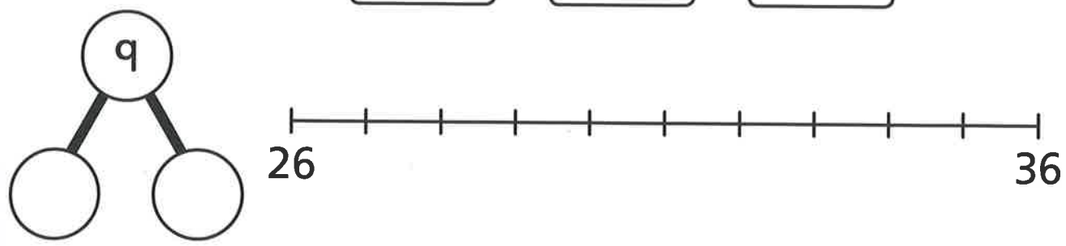


42 – 6 = 42 – ☐ – ☐ = ☐

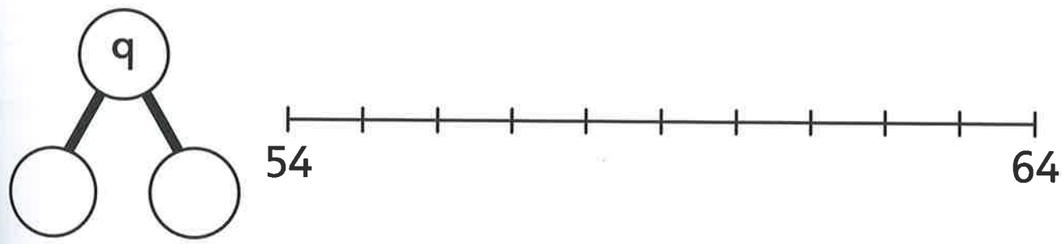
There are ☐ leaves left on the tree.

2 Complete each number sentence.

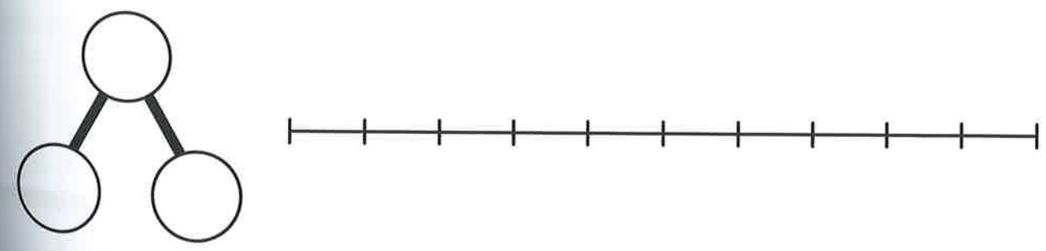
a) 36 – 9 = 36 – ☐ – ☐ = ☐



b) 63 – 9 = ☐ – ☐ – ☐ = ☐



c) 70 – 3 = ☐



3 Complete each number sentence.

a) 65 – 8 = 65 – 5 – ☐ = ☐

b) ☐3 – 8 = ☐3 – 3 – ☐ = 25

4 Two children have used different methods to answer the question 27 – 9.

CHALLENGE

Tim subtracted 10 and added on 1.

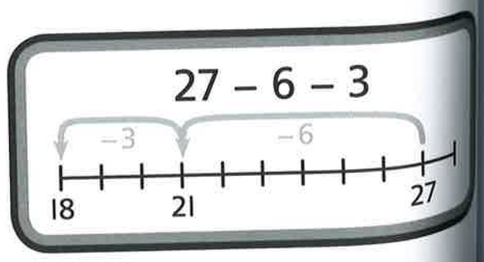
Explain each method.

Reflect

Hanna is doing 27 – 9.

Here is her method.

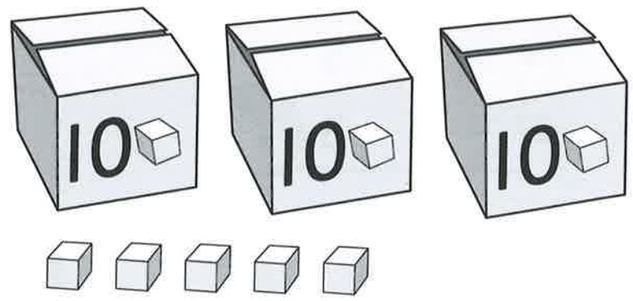
Can you improve the method?



→ Textbook 2A p96

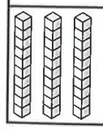
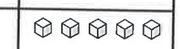
Subtracting a 1-digit number from a 2-digit number 2

1

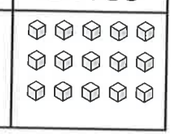


Pari uses 6 blocks to build a tower.

How many blocks are left?

Tens	Ones
	

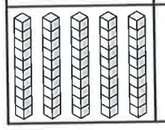
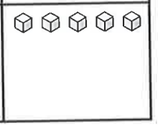
T	O
3	5
–	6

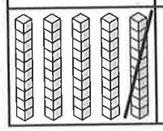
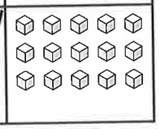
Tens	Ones
	

T	O
²~~3~~	¹5
–	6

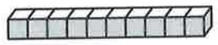
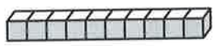
There are ☐ blocks left.

2 Fill in the missing numbers.

Tens	Ones
	

Tens	Ones
	

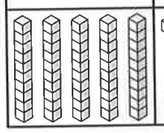
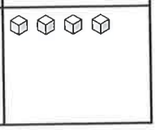
	T	O
	5	5
–		8

I exchanged a  for 10 by crossing out a  and drawing 10 .

3 Fill in each answer.

a)

	6	4
–		7
	□	□

Tens	Ones
	

Tens	Ones

b) 81 – 8 = □

c) □ = 52 – 5

4 What mistakes have the children made?

CHALLENGE

What is 93 – 7?

	T	O
	9	3
–	7	
	2	3

	T	O
	9	3
–		7
	9	4

Reflect

Work out the answer to 65 – 8. Use two different methods.

Which method do you prefer? Explain why.

→ Textbook 2A p100

End of unit check

My journal

Miss Jamil says, 'What is 56 + 20?'.
Freya says, '58'.
Jack says, '36'.
Mira says, '56 + 10 is 76 and + 10 is 86'.

What mistake has each child made?

The mistake that Freya has made is _____

_____.

The mistake that Jack has made is _____

_____.

The mistake that Mira has made is _____

_____.

These words might help you.

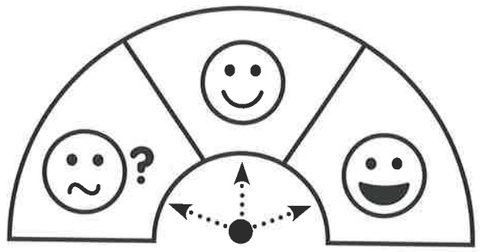
tens **ones**

add **total**

subtract

Power check

How do you feel about your work in this unit?



Power Puzzle

Can you work out the value of each symbol?

63 + ★ = 68

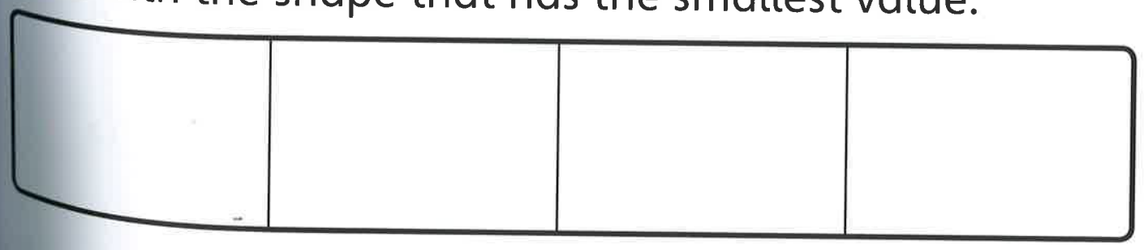
★ + ◆ = 100

22 + 50 = ■

■ − ★ = ▲

Put the shapes in order.

Start with the shape that has the smallest value.

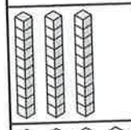
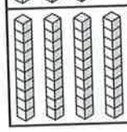


→ Textbook 2A p104

Adding two 2-digit numbers 1

1 **a)** There are 35 red . There are 53 green .

How many balloons are there in total?

Tens	Ones
	
+ 	

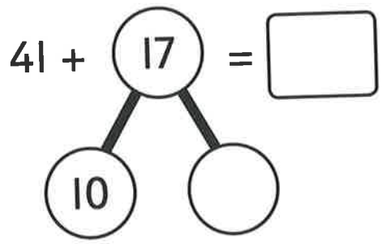
	T	O
	3	5
+	5	3

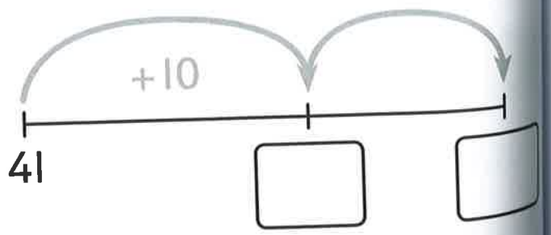
35 + 53 = ☐

There are ☐ balloons in total.

b) There are 17 . There are 41 .

How many animals are there in total?





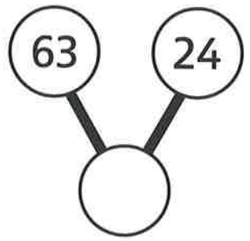
41 + 10 = ☐

☐ + ☐ = ☐

There are ☐ animals altogether.

2 Complete the .

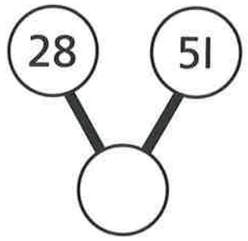
a)



Tens	Ones
+	

	T	O
	6	3
+	2	4
	☐	☐

b)



Tens	Ones
+	

	T	O
	2	8
+	5	1
	☐	☐

3 Complete the additions.

a) 12 + 13 = ☐

b) 12 + 14 = ☐

c) ☐ + 14 = 27

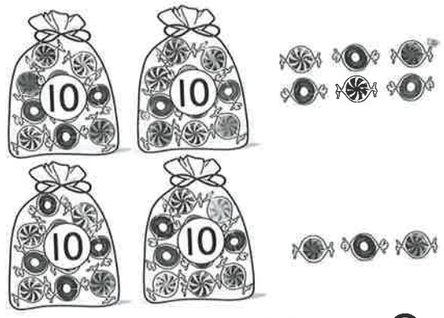
d) ☐ = 38 + 11

e) ☐ = 48 + 11

f) 79 = ☐ + 21

4 Ada has 26 .

Sid has 23 .



Tens	Ones

+

T	O
2	6
+ 2	3

They have ☐ in total.

5 What digits could go in the boxes?

☐7 + ☐2 = 89

CHALLENGE

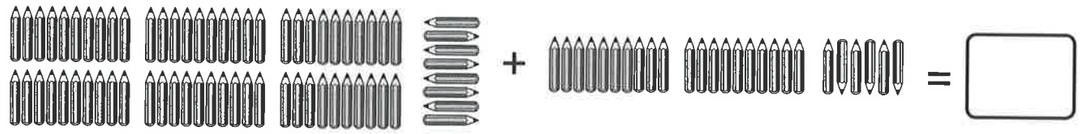
Reflect

To work out 25 + 62, I would

→ Textbook 2A p108

Adding two 2-digit numbers 2

1 a) How many are there?



Tens	Ones

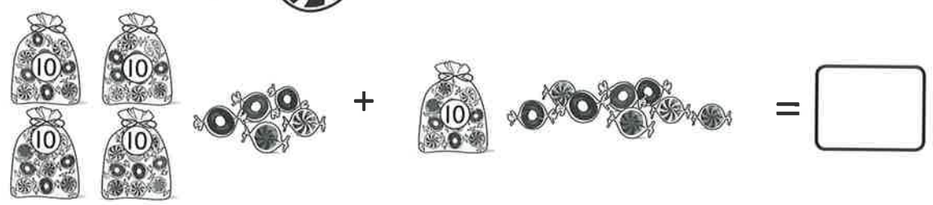
+

T	O
6	8
+ ☐	☐
☐	☐

☐ ○ ☐ = ☐

There are ☐ .

b) How many are there?



Tens	Ones

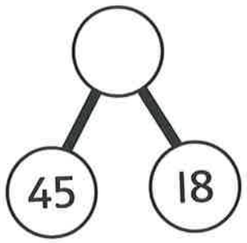
+

45

☐ ○ ☐ = ☐

There are ☐ .

2 Complete the .



3 Jim has 53 green and 46 red .

How many does he have in total?

Jim has ☐ in total.

4 17 + 15 = ☐

18 + 15 = ☐

19 + 15 = ☐

15 + 17 = ☐

15 + 16 = ☐

28 + 30 = ☐

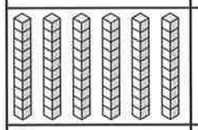
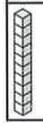
38 + 30 = ☐

48 + 30 = ☐

48 + 29 = ☐

I think I can use the first sum to work out the rest of the answers.

5 Find the total.

	Tens	Ones
		
+		

6 The numbers on the cards add to make 42.

One of them is more than 3 and less than 10.

What could the numbers be?

☐ ☐

Is there more than one solution?

Reflect

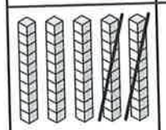
I can add 35 and 18 by

because

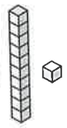
Textbook 2A p112

Subtracting a 2-digit number from another 2-digit number 1

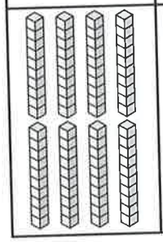
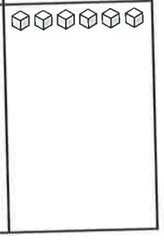
1 58 – 23

Tens	Ones
	

58 – 23 = ☐

2 Use  to show:

a) 86 – 15 = ☐

Tens	Ones
	

	T	O
	8	6
–	1	5
	☐	☐

b) 36 – 16 = ☐

Tens	Ones

	T	O
	3	6
–	1	6
	☐	☐

c) 62 – 41 = ☐

Tens	Ones

	T	O
	6	2
–	4	1
	☐	☐

3 Maryam starts with 62 grapes.

She eats 20 grapes.

She has ☐ left.

Tens	Ones

4 Work out:

a) 35 – 11 = ☐

b) 45 – 11 = ☐

c) ☐ – 11 = 34

d) 56 – 12 = ☐

e) 66 – 12 = ☐

f) 76 – ☐ = 54

Can you see a connection between the questions?

5 Stella had 36 sweets.

She gave some to Ravi and has 12 left.

How many sweets did Stella give to Ravi?

$36 - \square = 12$

6 What 2-digit numbers could go in each box?

$29 - \square = 39 - \square$

CHALLENGE

I think I see something similar about the missing numbers.

Reflect

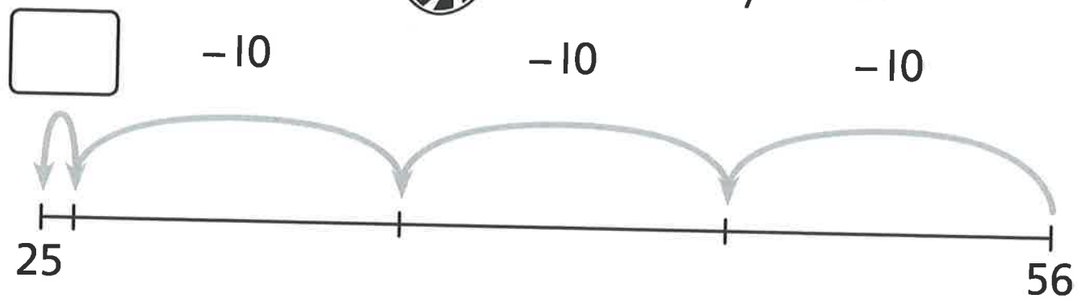
$65 - 32 = 44$

Is this calculation correct? How do you know?

Subtracting a 2-digit number from another 2-digit number 2

1 Penny has 56 . Ali has 25 .

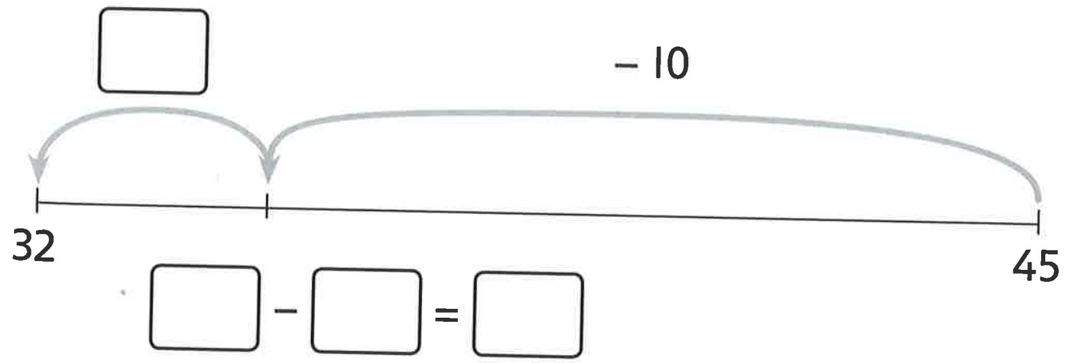
How many more does Penny have?



Penny has □ more.

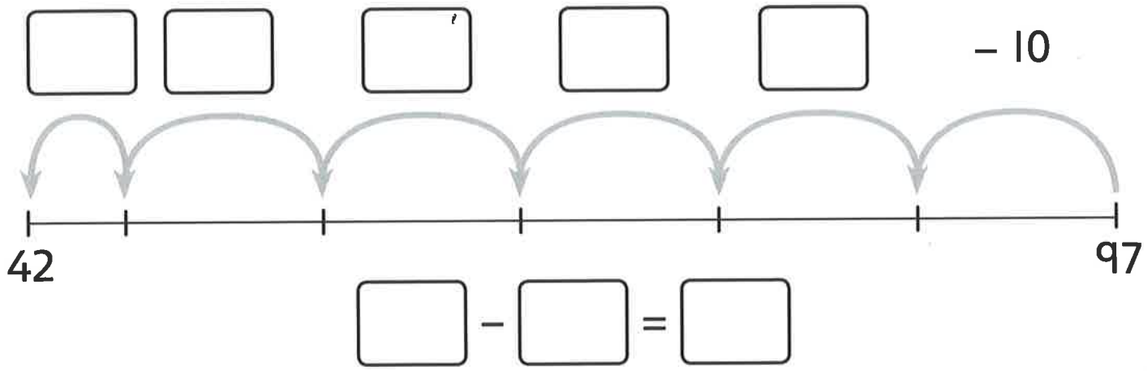
2 Class 2 has 45 . Class 1 has 32 .

How many more does Class 1 need, if the classes should have the same number?



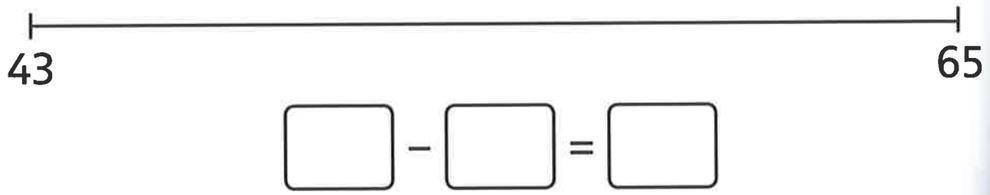
Class 1 needs □ more.

3 Find the difference between 97 and 42.



□ – □ = □

4 **a)** What is the difference between 65 and 43?



□ – □ = □

b) Work out 48 – 11.

□ – □ = □

In this question, think of the subtraction as finding the difference.

5 85 – 43 = 65 – 43

Is this calculation correct? How do you know?

CHALLENGE

6 Find the difference between 86 and 32.
Show two different ways of working it out.

Reflect

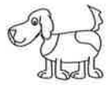
Work out 48 – 16.

I solved it by

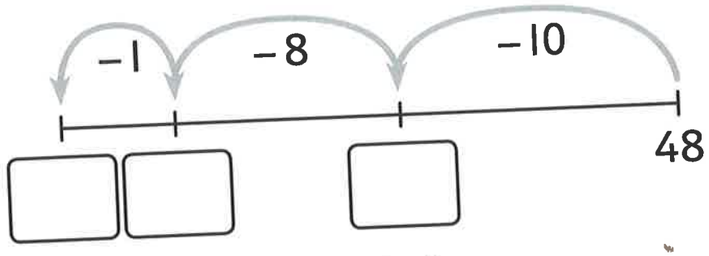
I could also have solved it by

Textbook 2A p120

Subtracting a 2-digit number from another 2-digit number 3

1 There are 48 and  .

19 are . How many are ?



48 − 10 = ☐

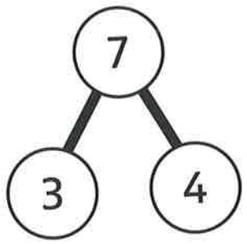
☐ − 8 = ☐

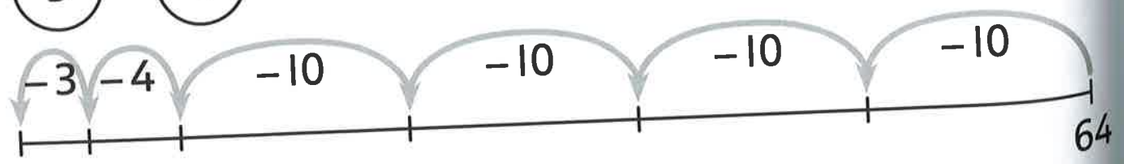
☐ − 1 = ☐

☐ are .

2 Eli has 64 . He gives 47 away.

How many are left?

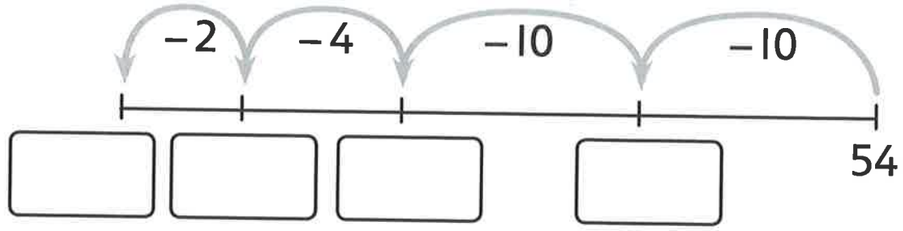




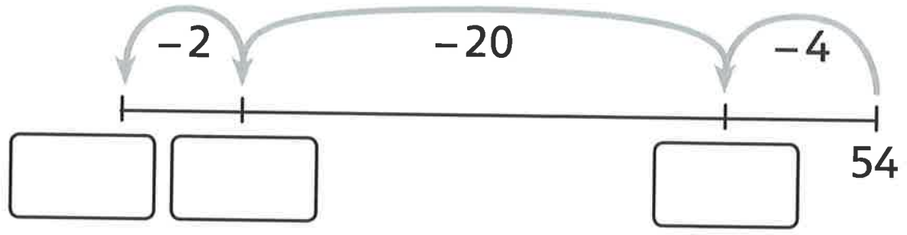
64 − 47 = ☐

There are ☐ are left.

3 Mary is working out 54 − 26.



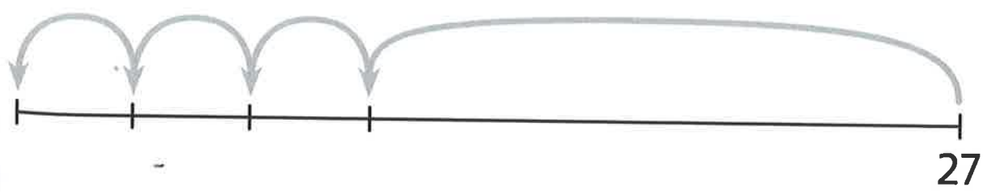
Sam is also working out 54 − 26.



Do Mary and Sam get the same answer?

Find another way of doing the same problem.

4 27 − 13 = ☐



5 Work out:

a) 81 − 16 = ☐

b) 82 − 16 = ☐

c) 83 − ☐ = 67

d) 74 − 26 = ☐

e) 64 − 26 = ☐

f) ☐ − 36 = 38

6 a) 82 − 56 = 42 − ☐

b) 48 − ☐ = 58 − 29

c) 51 − 19 = ☐ − 29

CHALLENGE

Reflect

There are two ways I can work out 32 − ☐ = 17.

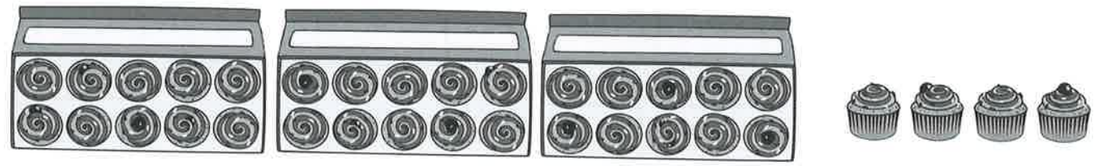
They are

Textbook 2A p124

Subtracting a 2-digit number from another 2-digit number 4

1 At a party, 15 children eat one each.

How many are left?

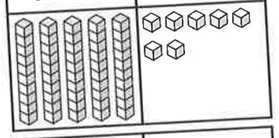


Tens	Ones

Tens	Ones

	T	O
	3	4
−	1	5
	☐	☐

2 a) 57 – 28 = ☐

Tens	Ones
	

Tens	Ones

T O

☐ ☐

– ☐ ☐

☐ ☐

b) 83 – 55 = ☐

Tens	Ones

T O

☐ ☐

– ☐ ☐

☐ ☐

3 83 – 24 = ☐

75 – 39 = ☐

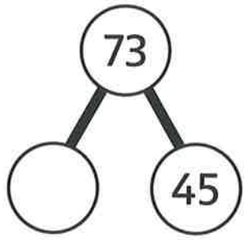
90 – 48 = ☐

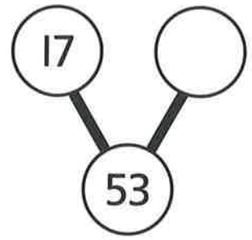
☐ = 54 – 17

☐ = 54 – 27

17 = 54 – ☐

4 Complete the .





5 True or false?

When you subtract a number ending in 7 from a number ending in 2, the answer always ends in 5.

CHALLENGE

Reflect

I know I can use subtraction when _____

_____

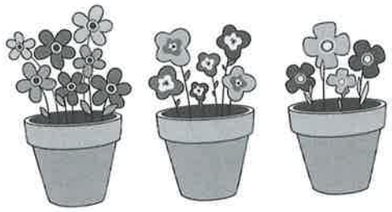
_____

_____

Textbook 2A p128

Adding three 1-digit numbers

1 How many are there?



$7 + 6 + 4 = \square$

There are $\square$.

2 Find the total of each bar.

a)

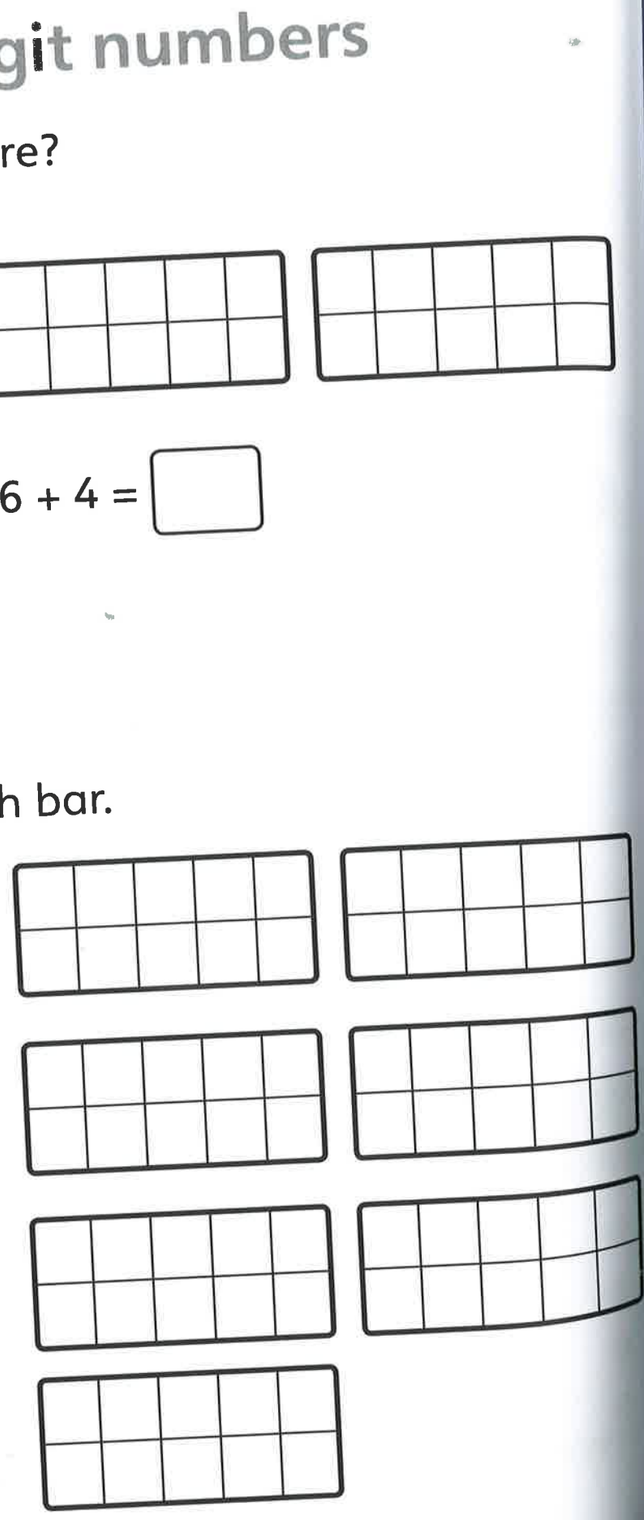
?		
8	2	6

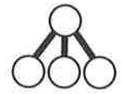
b)

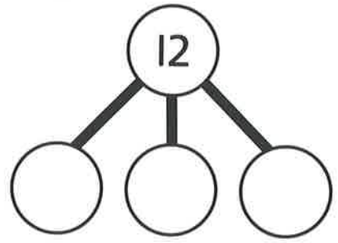
?		
5	9	4

c)

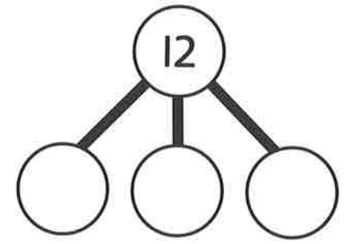
?		
8	8	7



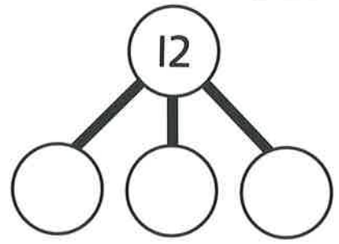
3 Complete the  in different ways, using single digits.



$\square + \square + \square = 12$



$\square + \square + \square = 12$



$\square + \square + \square = 12$

4 Work out the missing digits.

a) $2 + 8 + \square = 14$

b) $14 = 6 + 2 + \square$

c) $14 = \square + 3 + 3$

I think I will add 2 + 8 together first. I can then work out what I need.

CHALLENGE

5 Use <, > or = to complete the sentences.

4 + 5 + 6 ◯ 4 + 6 + 5

3 + 9 + 9 ◯ 5 + 9 + 9

3 + 1 + 5 ◯ 3 + 6

Reflect

Choose three cards to add.

What different totals can you make?

3	5	7	9

Compare your totals with a friend. Who made the biggest number?

→ Textbook 2A p132

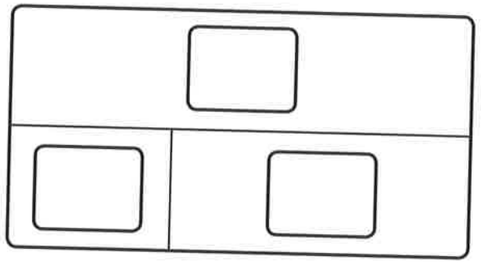
Solving word problems – the bar model 1

1 Martha sells 31 cards on Monday.

She sells 57 cards on Tuesday.

How many does she sell in total?

Complete the bar model.



Martha sells ☐ cards in total.

T O

☐ ☐

☐ ☐

☐ ☐

2 72 people are watching a film.

26 of them are adults.

How many children are there?

72	
26	?

There are ☐ children.

T O

☐ ☐

☐ ☐

☐ ☐

3 Amy has some conkers.

She finds 18 more. Now she has 42.

How many conkers did she have at the start?

✓ the bar model which shows this.

A

42	
?	18

B

?	
42	18

C

18	
42	?

How do you know?

4 Eva rolls three .

She rolls 5 on the first and 6 on the second.

Her total score is 13.

What does she roll on the third ?

Show this on a bar model.

13		
5	6	?

Eva rolls ☐ on the third .

CHALLENGE

5 Two numbers total 72.

One of the numbers is 43.

What is the other number?

Reflect

Write a question to fit the bar model.

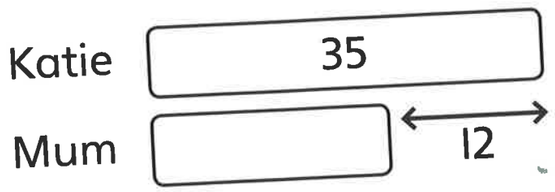
25	
17	

→ Textbook 2A p136

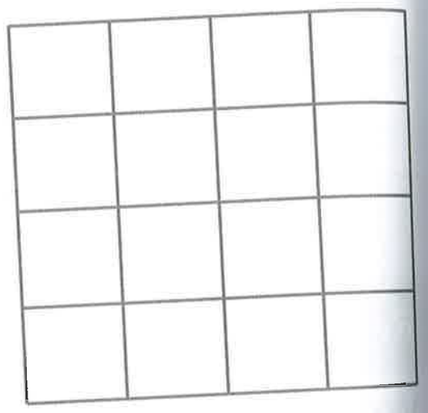
Solving word problems – the bar model 2

1 Katie has 35 . Her mum has 12 fewer.

How many does Katie's mum have?



Katie's mum has ☐ .



2 Abel has 6 . Jak has 9 . Kaya has 7 .

How many are there altogether?

?		
Abel	Jak	Kaya

There are ☐ altogether.

3 Sam scored 75 goals.
Jorge scored 48 goals.
How many more goals did Sam score?

Sam scored ☐ goals more than Jorge.

4 Megan is 25 years old.
Genji is 16 years older than Megan.
What is the total of their ages?

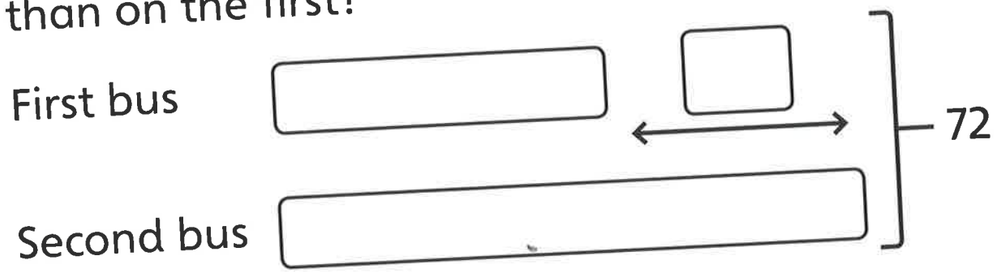
The total of their ages is ☐.

CHALLENGE

5 Two buses have 72 people on them, in total.

The first has 28 people on it.

How many more people are on the second bus than on the first?



There are ☐ people on the second bus.

There are ☐ more people on the second bus than on the first.

Reflect

Make up a word problem for your friend to solve.

Textbook 2A p140

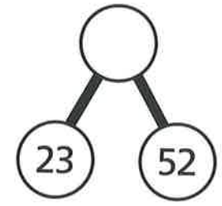
End of unit check

My journal

Circle the odd one out. Prove it.

☐ = 46 + 19

37	28



It is the odd one out because _____

_____

_____

_____.

ones **tens**

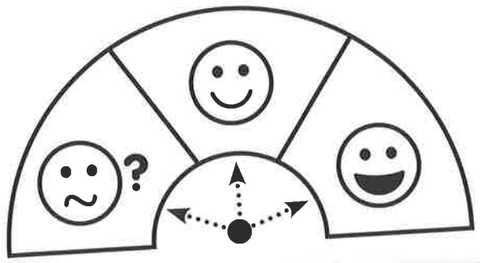
exchange

add **subtract**

equals

Power check

How do you feel about your work in this unit?



Power Puzzle

Using the digit cards 1–9, make three unequal piles that total the same amount.

1	2	3	4	5	6	7	8	9

Pile 1:

Pile 2:

Pile 3:

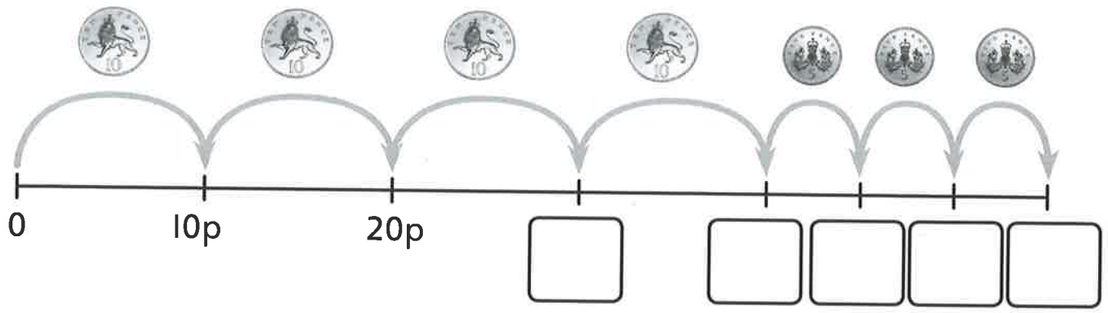
Can you solve it with equal piles? How many ways can you find?

Now try with the cards 2 to 10.

→ Textbook 2A p144

Counting money – coins

1 How much money is there?



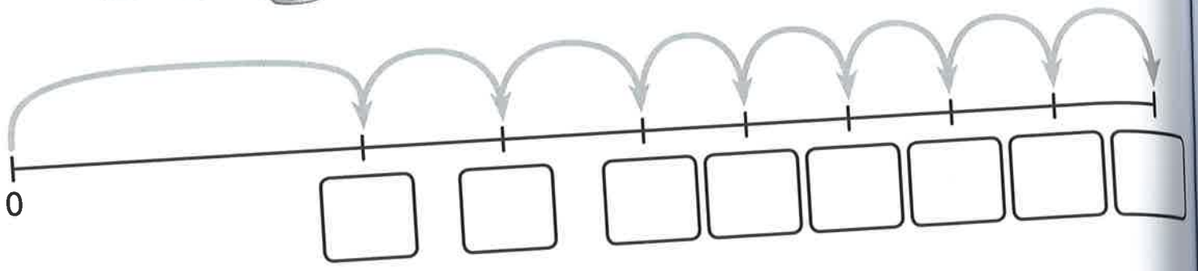
There is ☐ p.

2 Count the money. How much is there?

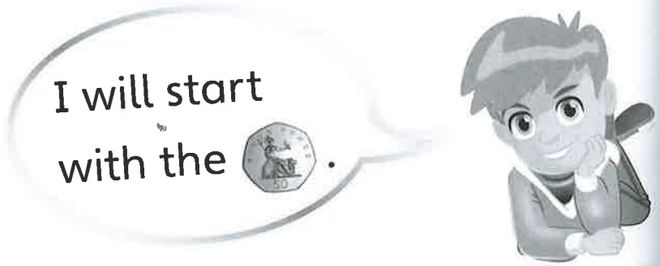
There is ☐ p.

Key 1p 2p 5p 10p 20p 50p £1 £2

3 Work out the total.



There is ☐ p.



4 How much money is there?

a) = ☐ p

b) 50p, 10p, 10p, 10p, 2p = ☐ p

Key 1p 2p 5p 10p 20p 50p £1 £2

5 Alice is counting in from zero. Will she say 19p?

Explain how you know.

6

CHALLENGE

Advik chooses four different coins. How much could he have? Show four different answers.

Reflect

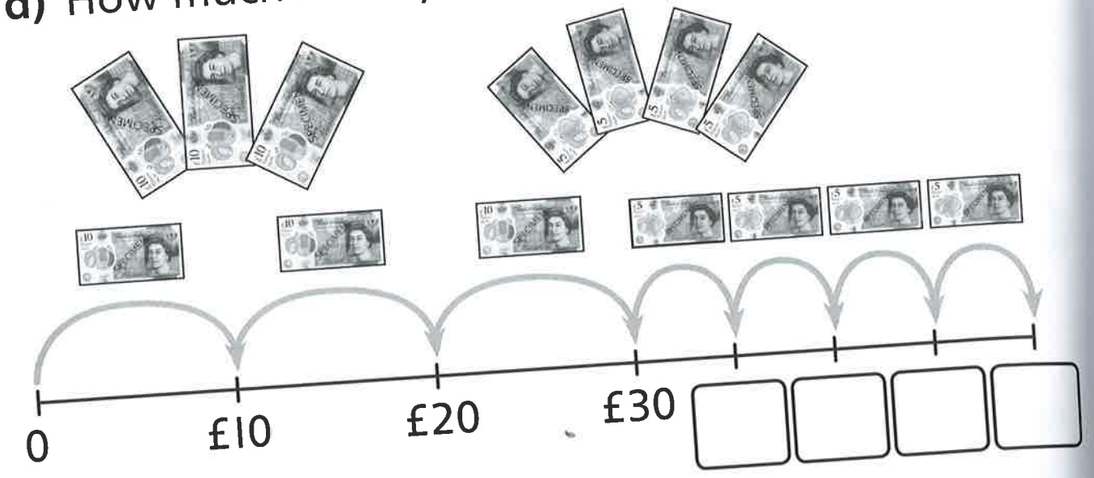
What is the easiest way to count the coins?

£5 £10 £20 £50

→ Textbook 2A p148

Counting money – notes

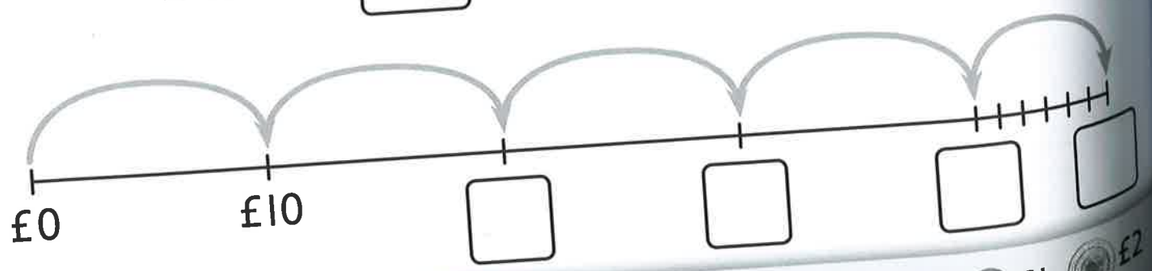
1 a) How much money is there?



There is £ ☐.

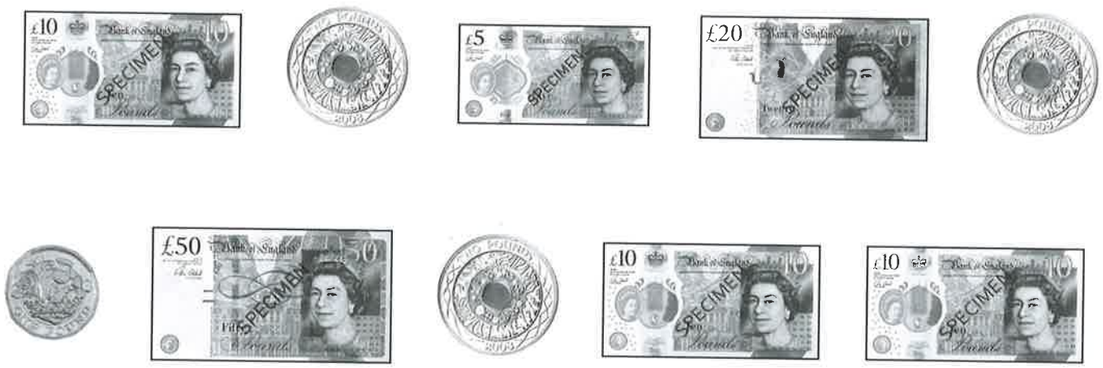
b) How much money can you see?

There is £ ☐.



Key 1p 2p 5p 10p 20p 50p £1 £2

2 Circle the money that totals £43.



3 Count all the money.

a) = £ ☐

b) = £ ☐

c) = £ ☐

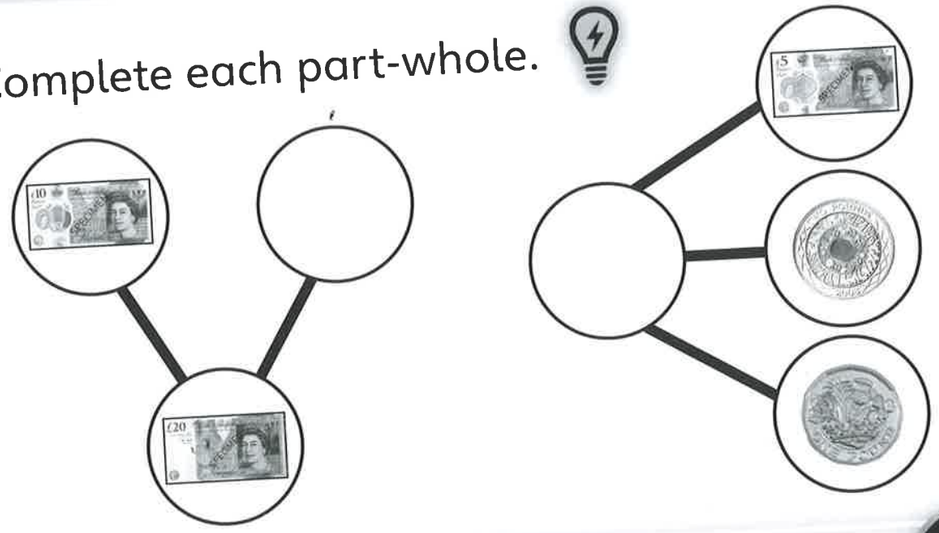
d) = £ ☐

e) = £ ☐

f) = £ ☐

£5 £10 £20 £50

4 Complete each part-whole.



5 Jenny has a note. It is in **both** the 2 and 10 times-table. Which note can it **not** be?

CHALLENGE

Explain your thinking.

Reflect

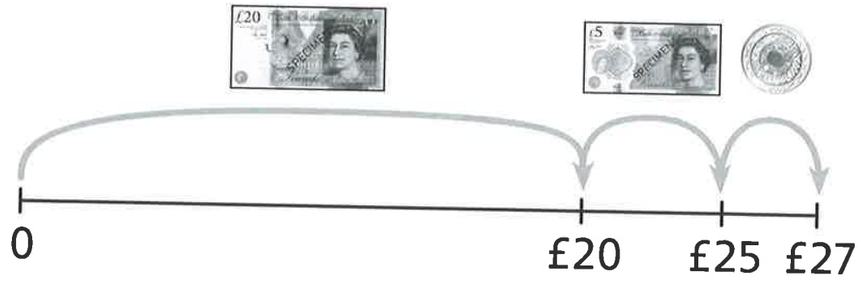
Explain three different ways to make £20.

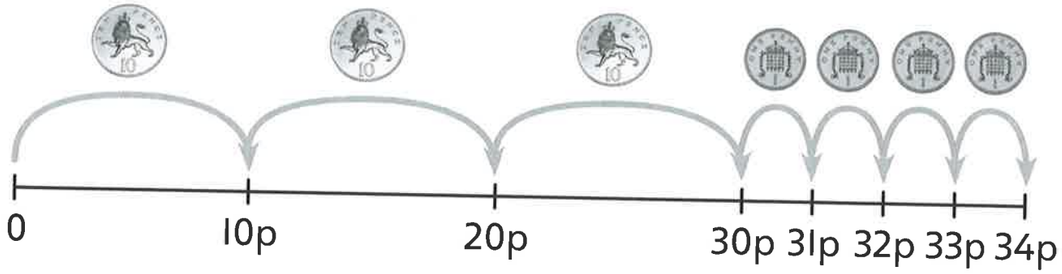
Key 1p 2p 5p 10p 20p 50p £1 £2

→ Textbook 2A p152

Counting money – coins and notes

1 How much money is there in pounds and pence?





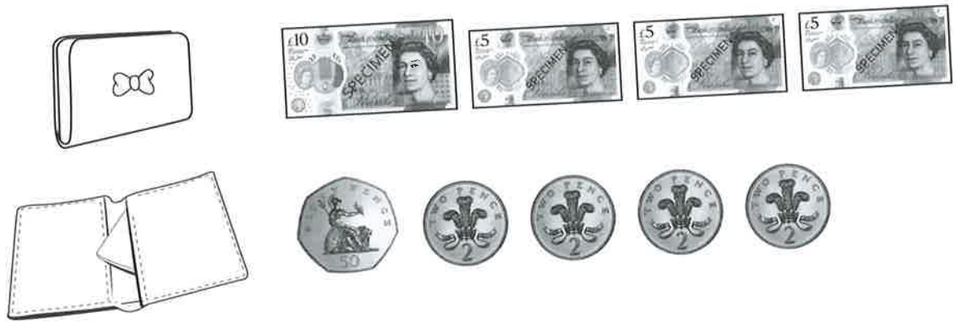
There is £ ☐ .

There is ☐ p.

Together there is £ ☐ and ☐ p.

£5 £10 £20 £50

2 Work out the total amount of money.



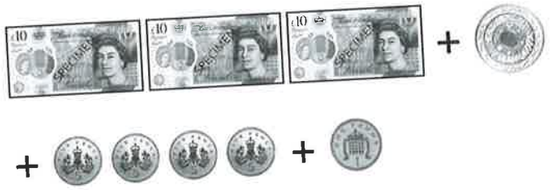
has £ ☐.

has ☐ p.

The total is £ ☐ and ☐ p.

3 Complete each number sentence.

a) = £ ☐ and ☐ p

b) £ ☐ and ☐ p =  +

c) £25 and 30p = £10 + £5 + £5 + ☐ + 20p + 5p + ☐

d) £52 and 15p = ☐ + £1 + £1 + ☐ + 5p

Key 1p 2p 5p 10p 20p 50p £1 £2

4 Circle £12 and 30 pence.

5

There is £10 altogether.

There is 10p altogether.

CHALLENGE

Poppy

James

Is Poppy correct?
Is James correct?
Show how you know.

Reflect

Explain how you would count a mixture of pounds and pence. Try to give an example.

1 _____

2 _____

3 _____

£5 £10 £20 £50

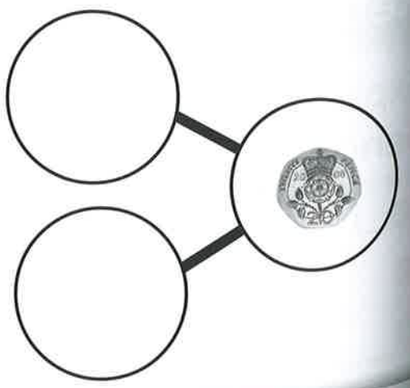
→ Textbook 2A p156

Showing equal amounts of money 1

1 **a)** Circle the coins that make 75p.

b) Circle the money that makes £25.

2 Draw the correct coins to complete the .



Key 1p 2p 5p 10p 20p 50p £1 £2

3 Circle the correct money in each sentence.

a) 13p =

b) 13p =

c) £38 =

d) £38 =

4 Marie makes 25p using two coins.

Which coins does she use?

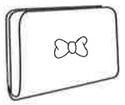
Max makes 27p using three coins.

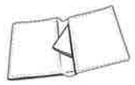
Which coins does he use?

£5 £10 £20 £50

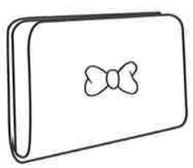
CHALLENGE

5

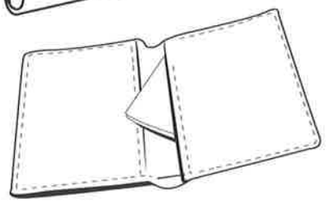
 contains £3 and 20p.

 contains £2 and 55p.

Draw the money next to the correct purses.



20p



5p

Reflect

What is the smallest number of coins you need to make 58 pence? Can you prove it?

Key 1p 2p 5p 10p 20p 50p £1 £2

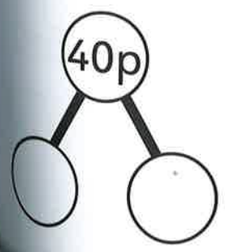
→ Textbook 2A p160

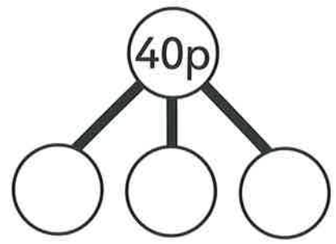
Showing equal amounts of money 2

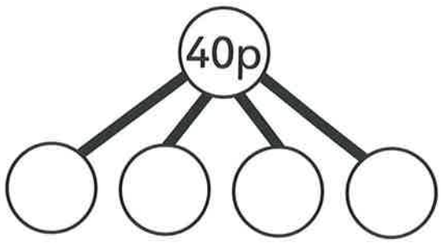
1 Match the equal amounts.

2 Complete each using these coins.

You can use each coin more than once.



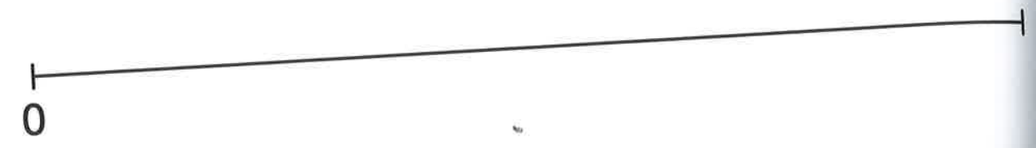




3 a) Make £15 in two ways.

£15 =

£15 =



b) Make £2 and 10 pence in two ways.

£2 and 10p =

£2 and 10p =

4 Sarah says the tin must have exactly three coins in it. Do you agree? Explain your thinking.

Key 1p 2p 5p 10p 20p 50p £1 £2

5 Complete each number sentence using coin amounts.

CHALLENGE

20p = ☐ + ☐

20p = ☐ + ☐ + ☐

20p = ☐ + ☐ + ☐ + ☐

20p = ☐ + ☐ + ☐ + ☐ + ☐

20p = ☐ + ☐ + ☐ + ☐ + ☐ + ☐

20p = ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐

Reflect

Kai and Sarah have the same amount of money.

Kai has .

Sarah has more coins than Kai.

Draw some simple drawings of the coins she could have.

£5 £10 £20 £50

Textbook 2A p164

Comparing amounts of money

1 a) Who has the most money?

Jerry has .

Roxy has .

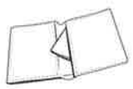
_____ has the most money.

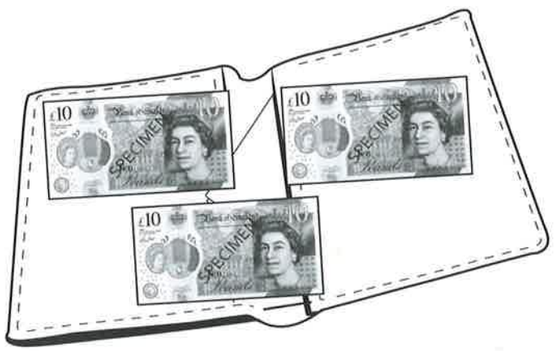
b) Who has the least money?

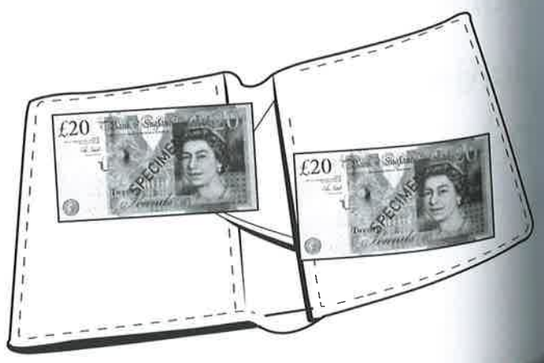
Callie has .

Sandeep has .

_____ has the least money.

c) Circle the  that has the least amount of money.





Key 1p 2p 5p 10p 20p 50p £1 £2

2 Use <, > or = to compare these amounts.

a)

b)

c)

d) £20 + £5 ◯ £20 + £10

e) £50 + £10 ◯ £50 + £5 + £5

3 Are these statements true or false? Tick the boxes.

	True	False
£20, £5, 50p, 10p is greater than £50		
£10, £10, £5, £5 is equal to £20		
£5, £2 is less than £2, £2, £2, £1		

4 Fill in the missing boxes to make the statement true. Is there more than one answer?

£20 – ☐ = £5 + ☐

£5 £10 £20 £50

CHALLENGE

5 Hassan has £26. Paige has £50.

Mai has more money than Hassan but less than Paige.

How much could Mai have?

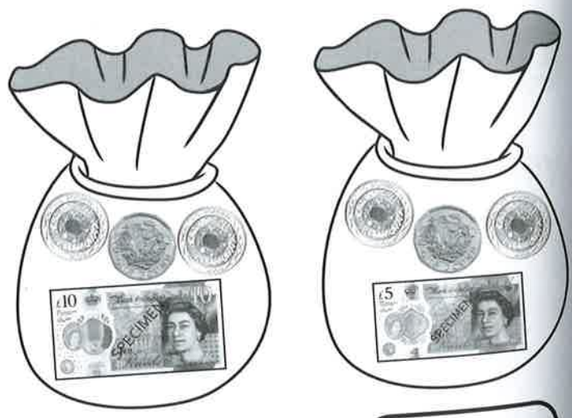
Draw notes and coins to make this amount.

Reflect

Bag 1 has more money in it than Bag 2.

Explain how you know this.

Try to use words like *total*, *greater*, *less* and *equal*.



Bag 1

Bag 2

Key 1p 2p 5p 10p 20p 50p £1 £2

→ Textbook 2A p168

Calculating the total amount

1 Ava has £38 in her money box.

Ava puts into the money box.

How much does she have now?

£38	£20

£38 + £20 = £38 + £10 + £10 = ☐

Ava has £☐.

2 Cinema tickets cost £6 each. Peter buys two.

How much does he spend?

£6	

£6

Peter spends £☐.

£5

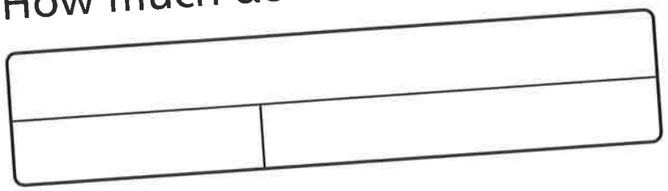
£10

£20

£50

3

How much do both items cost in total?



T O

\+

£ ☐ + £ ☐ = £ ☐

The total cost is £ ☐.

4 Ali gives £7, £5 and £9 to three different charities.

How much does he give altogether?

Show this on a bar model.

Ali gives £ ☐ to charity.

Key 1p 2p 5p 10p 20p 50p £1 £2

5 Poppy spends £12 and 35p.

What could Poppy have bought?

Book £10
Pencil case £5
Notepad £2
Pen £1
Rubber 20p
Pencil 10p
Big sticker 5p
Small sticker 1p

CHALLENGE

Reflect

Write a word problem for 27p + 14p.

What is the answer to your problem?

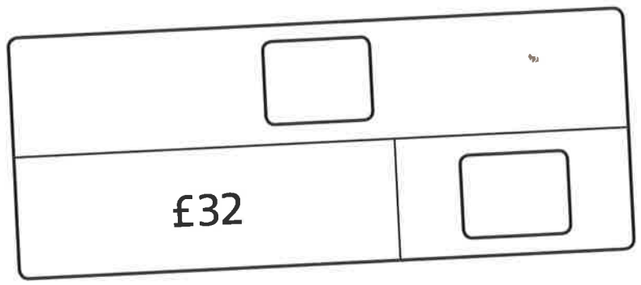
£5 £10 £20 £50

→ Textbook 2A p172

Finding change

1 How much change would you get from

?



£32 + £ ☐ = £50

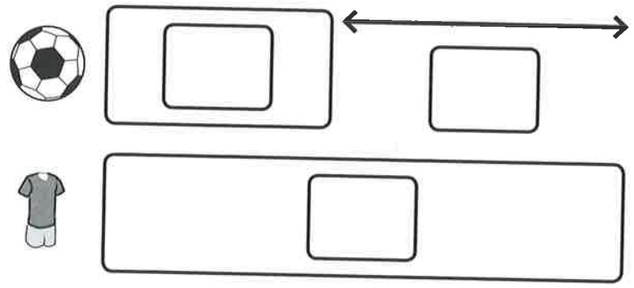
£50 − £ ☐ = £ ☐

The change from £50 is £ ☐.

Key 1p 2p 5p 10p 20p 50p £1 £2

2 A costs £28. A costs £65.

How much more does the cost than the ?



The costs £ ☐ more than the .

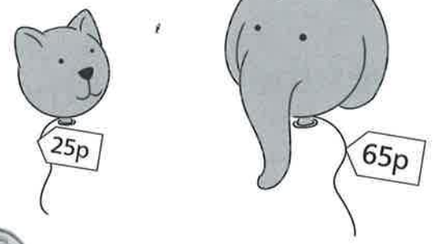
3 Amelia spent 36p on sweets. She paid with .
She received four coins in her change.
What could her coins have been?

Amelia's coins were ☐p, ☐p, ☐p, ☐p.

£5 £10 £20 £50

CHALLENGE

4



Li has .

He buys an elephant balloon.

How much change does he get?

$65 + \square = 100$

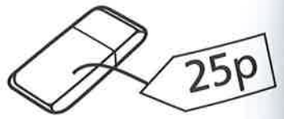
$100 - 65 = \square$

Li would have $\square$ p change.

Remember that 100p is the same as £1.

Reflect

Jess buys a . She pays with .



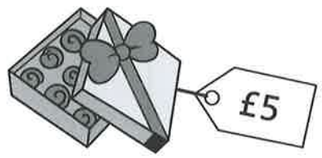
Explain how you would work out what change Jess gets.

Key 1p 2p 5p 10p 20p 50p £1 £2

→ Textbook 2A p176

Solving two-step word problems

1 **a)** Will buys a and .



How much does this cost?

$\square$	
£6	£5

£ $\square$ + £ $\square$ = £ $\square$

The total cost is £ $\square$.

b) How much change does Will get from £20?

£20	
$\square$	$\square$

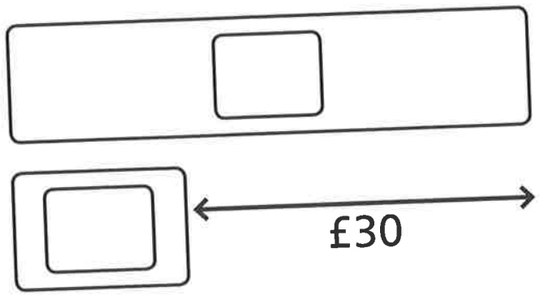
£ $\square$ − £ $\square$ = £ $\square$

Will gets £ $\square$ change.

£5 £10 £20 £50

2 A costs £14. The cost £30 more.

a) How much do the cost?



£ ☐ + £ ☐ = £ ☐

The cost £ ☐.

b) What do the items cost in total?

The items cost £ ☐.

3 An costs 65p. A costs 40p less.

What is the total cost?

☐ p ◯ ☐ p = ☐ p

Key 1p 2p 5p 10p 20p 50p £1 £2

4 Izzy has £12. Amin has £30 more.

How much do they have in total?

Izzy and Amin have £ ☐ in total.

Reflect

Write a second step for this question.

Katie bought a pen for 26p and a pencil for 12p.

Work out the answer to your question.

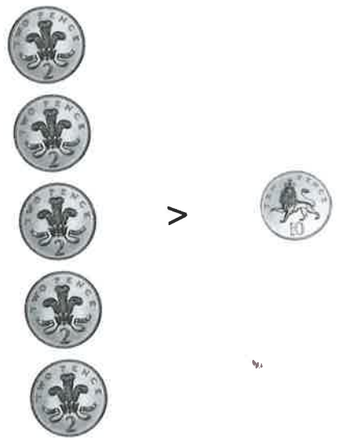
£5 £10 £20 £50

→ Textbook 2A p180

End of unit check

My journal

True or false?



It is true / false because _____

_____

_____.

_____

pence

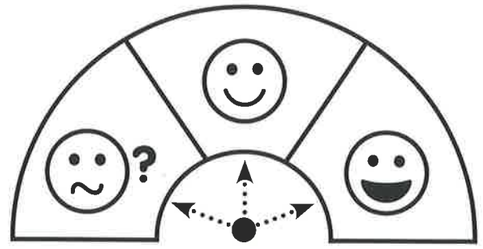
equal to

greater than

less than

Power check

How do you feel about your work in this unit?



Power play

A game for two or more players.

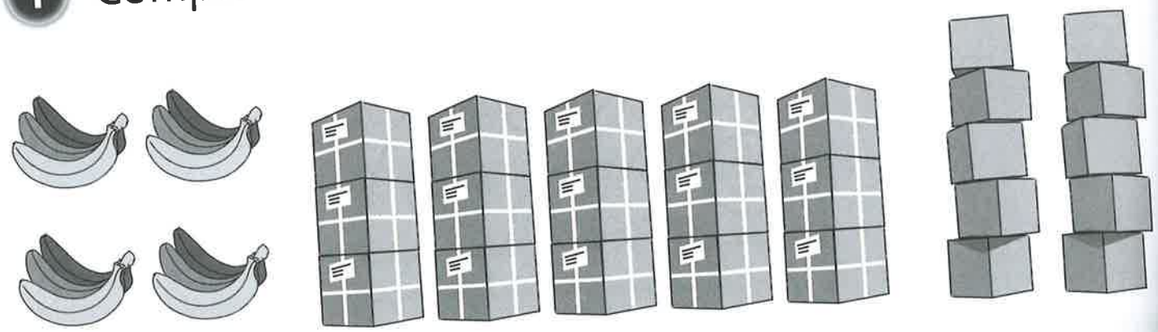
How many different amounts can you make with three coins?

Take it in turns to choose three coins. Write down the amount you have made.

→ Textbook 2A p184

Making equal groups

1 Complete each sentence.



There are ☐ equal groups of 3 bananas.

There are 5 equal groups of ☐ parcels.

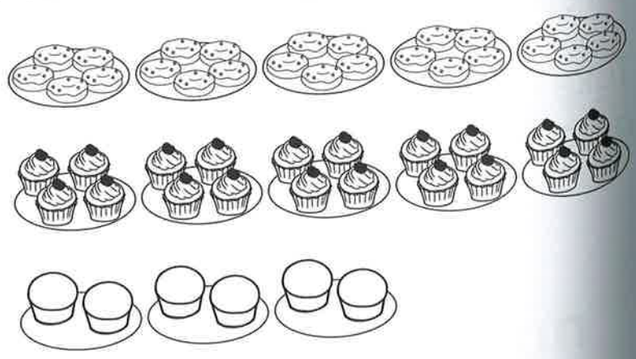
There are ☐ equal groups of ☐ blocks.

2 Match the sentences to the drawings.

3 groups of 2

5 groups of 5

5 groups of 4



3 Draw more counters to show the groups.

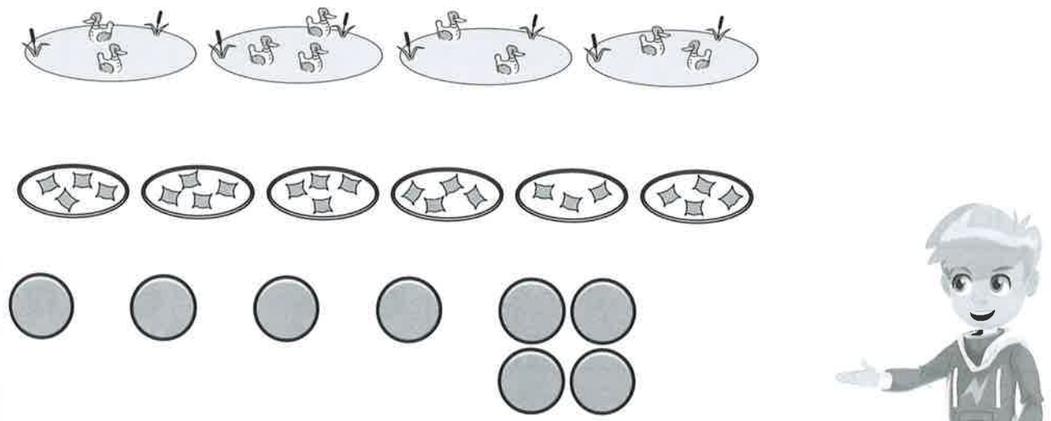
a) 5 groups of 2 ○○ ○○ ○○ ○○

b) 4 groups of 4 ○○○○

c) 2 groups of 5

d) 7 groups of 1

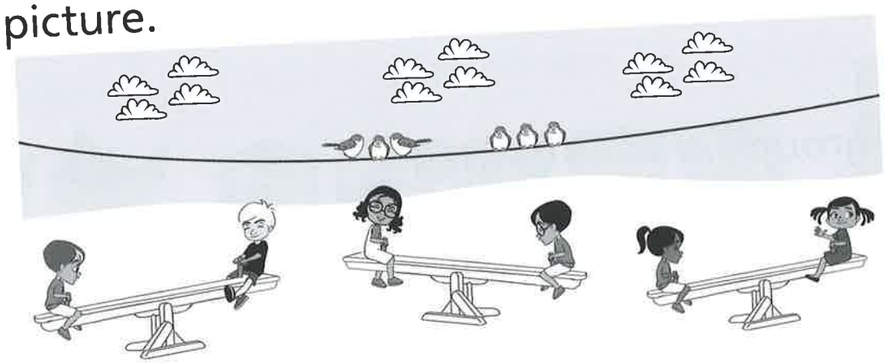
4 Circle the group that is not equal to the others in each line.



I will count how many are in each group.

CHALLENGE

5 Find 3 different equal group stories in the picture.



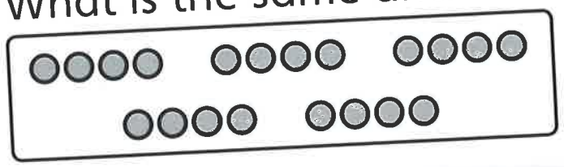
There are ☐ groups of ☐ children.

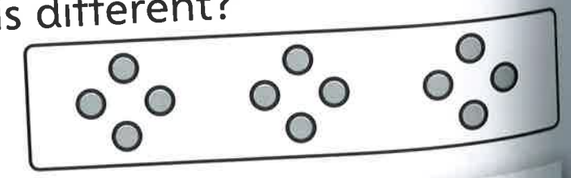
There are ☐ groups of ☐ _____.

There are ☐ groups of ☐ _____.

Reflect

What is the same and what is different?





_____

_____

_____

→ Textbook 2A p188

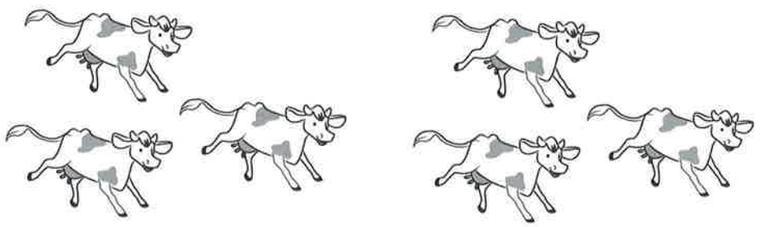
Multiplication as equal groups

1 Complete the additions and multiplications.

a)

4 × ☐

☐ + ☐ + ☐ + ☐

b) 

☐ × 3

☐ + ☐

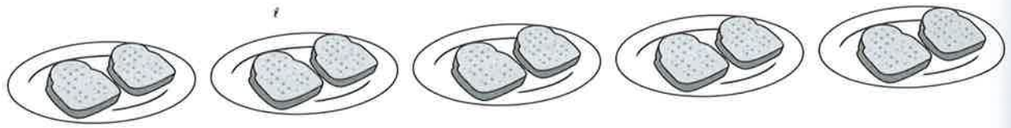
c)

5 × ☐

☐ + ☐ + ☐ + ☐ + ☐

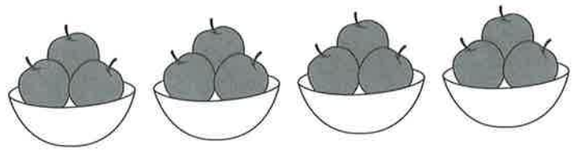
2 Fill in the missing numbers.

a)



5 × ☐

b)



☐ × 3

c)

☐ × ☐

3 Join each calculation with its meaning.

3 + 3 + 3 + 3	4 groups of 3
4 × 2	
2 + 2	2 groups of 2
2 + 2 + 2 + 2	
4 × 3	
2 × 2	4 groups of 2

4 Complete each calculation.

a) 3 + 3 + 3 + 3 = ☐ × 3

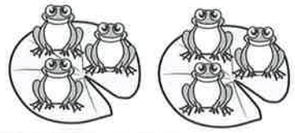
b) ☐ + ☐ + ☐ = 3 × 7

c) 5 + 5 + 5 + 5 + 5 = 5 × ☐

5 Write a multiplication and addition to match the groups of frogs and sheep.

CHALLENGE

a)



b)

Reflect

Which of these additions have the right multiplication partner?

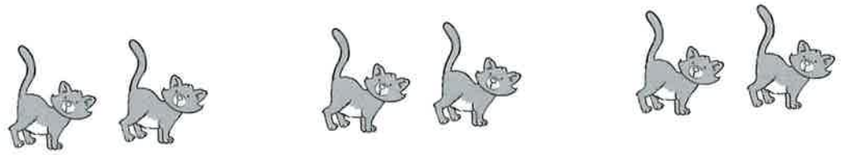
3 + 3 + 3	3 × 3
3 + 3 + 3 + 3 + 3	6 × 3

How do you know?

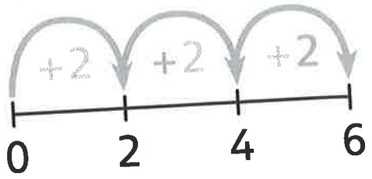
→ Textbook 2A p192

Adding equal groups

1 **a)** How many cats are there in total?



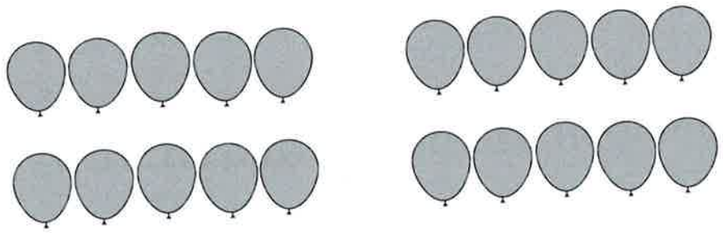
$2 + 2 + 2 =$ ☐



$3 \times 2 =$ ☐

There are ☐ cats in total.

b) How many balloons are there in total?



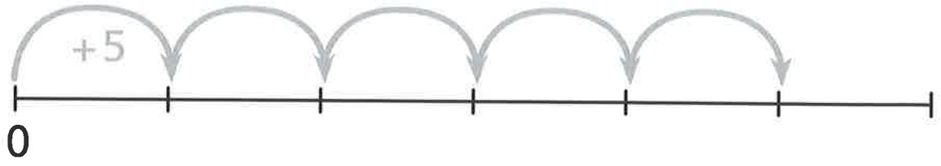
$5 +$ ☐ $+$ ☐ $+$ ☐ $=$ ☐

☐ $\times 5 =$ ☐

There are ☐ balloons in total.

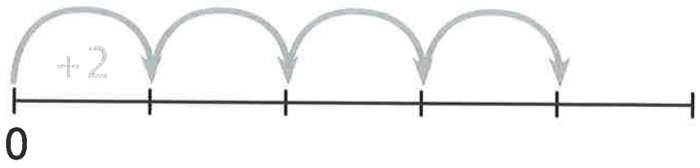
2 Complete each calculation.

a)



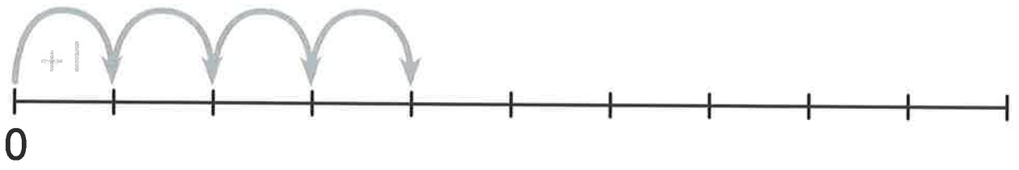
$5 \times 5 =$ ☐

b)



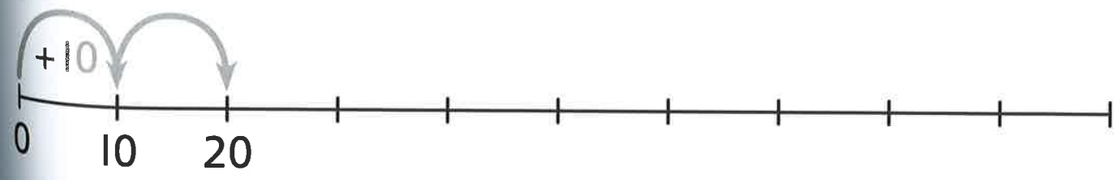
$4 \times 2 =$ ☐

c)



☐ $\times$ ☐ $=$ ☐

3 Complete the number line and the sentences.



$2 \times 10 = 20$

$4 \times 10 = 40$

$8 \times$ ☐ $=$ ☐

☐ $\times$ ☐ $=$ 70

4 There are 6 boxes of 5 on a table.

How many are there?

$6 \times 5 = \square$

There are $\square$ in total.

5 Complete each number sentence using <, > or =.

CHALLENGE

$6 \times 2 \bigcirc 5 \times 2$

$10 \times 2 \bigcirc 5 \times 4$

$5 \times 4 \bigcirc 4 \times 5$

$10 \times 3 \bigcirc 10 + 10 + 10 + 10$

Reflect

Complete these calculations in different ways.

$\square \times \square = 20$

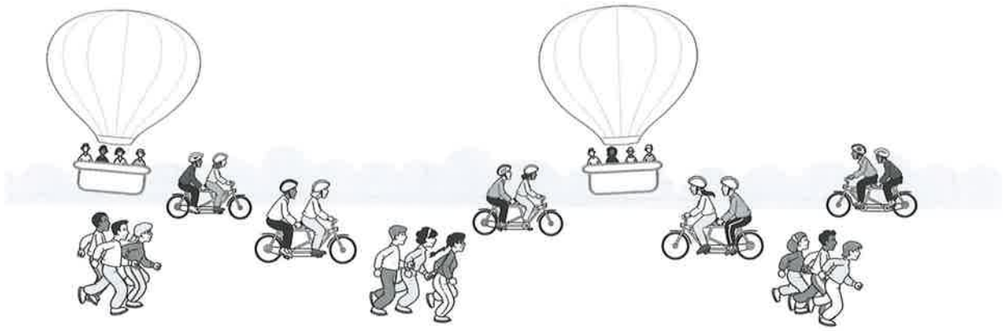
$\square \times \square = 20$

Draw another way on the number line.

Textbook 2A p196

Multiplication sentences

1



a) How many people are on in total?

There are 5 groups of $\square$ people on .

$5 \times \square = \square$

There are $\square$ people on in total.

b) How many people are in in total?

There are $\square$ groups of $\square$ people in .

$\square \times \square = \square$

There are $\square$ people in in total.

c) How many people are running?

2

Price list	
Small loaf	£2
Roll	£1
Large loaf	£3
Cake	£5

Match each multiplication to its story.

5 × 3	Cost of 6 rolls
2 × 5	Cost of 3 cakes
6 × 1	Cost of 5 large loaves
5 + 5 + 5	Cost of 1 cake
1 × 5	Cost of 2 cakes

3 Draw your own picture story for 2 × 4.

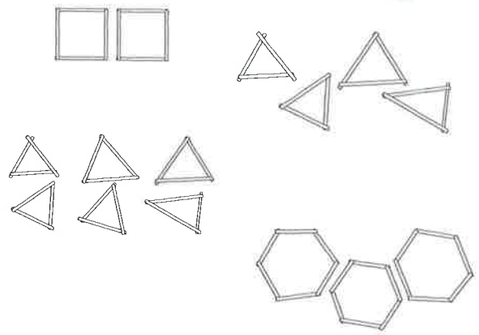
4 Match each multiplication to its story.

6 × 3

4 × 3

2 × 4

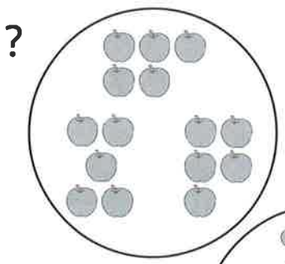
3 × 6

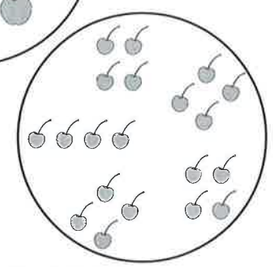


5 Are there more or ?

□ × □ > □ × □

There are more □.





CHALLENGE

Reflect

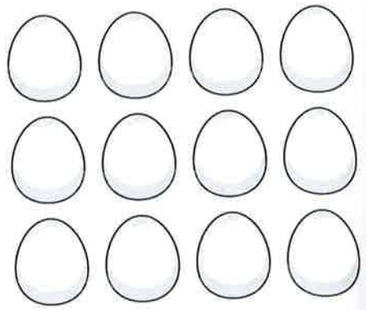
Tell your partner a story for 2 × 5 and a story for 5 × 2.

What does the 5 mean in each story?

→ Textbook 2A p200

Using arrays

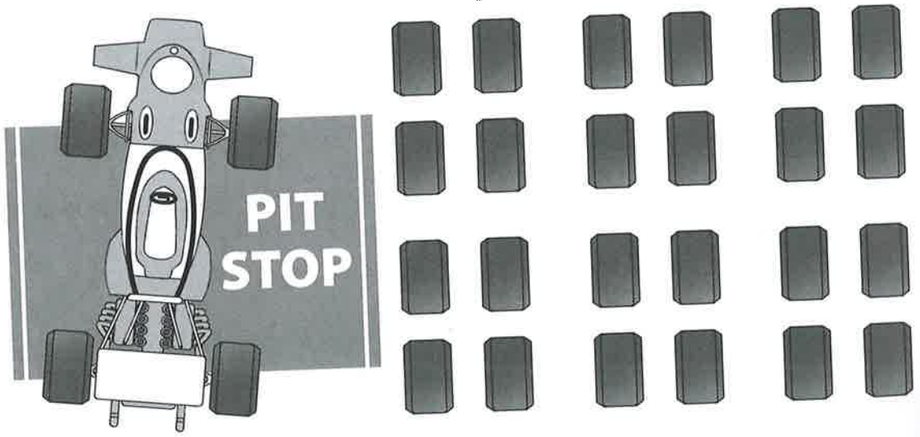
1 **a)** How many eggs are there?



□ + □ + □ = □

□ × □ = □

b) How many tyres are there in the array?



□ + □ + □ + □ + □ + □ = □

□ × □ = □

There are □ tyres in the array.

2 **a)** Write an addition and a multiplication for this array.

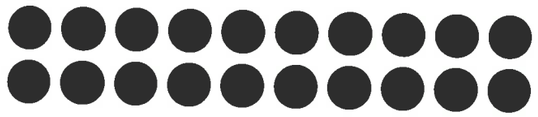
□ + □ + □ + □ = □

□ × □ = □

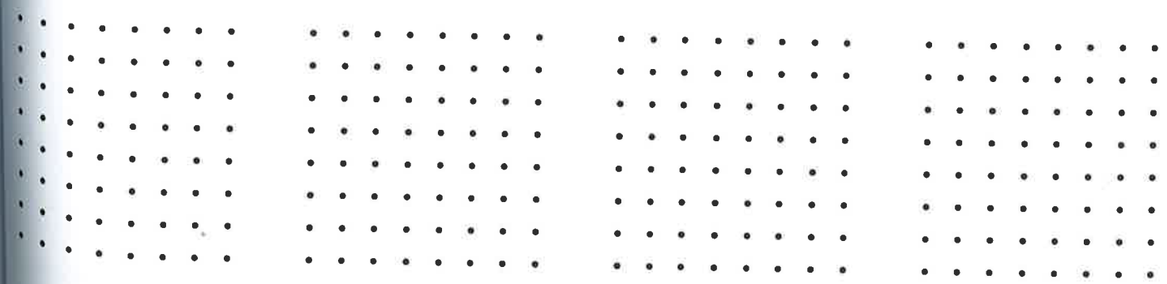
b) Write two multiplications for this array.

□ × □ = □

□ × □ = □



3 Show these multiplications on the grids in two ways.



2 × 7 5 × 4 4 × 5 1 × 4

4 True or false?

	True	False
$5 \times 4 = 4 \times 5$	☐	☐
$10 \times 3 = 2 \times 10$	☐	☐

5 Draw dots in an array to match each calculation.

CHALLENGE

3×3 4×4 5×5

What shapes do you notice?

Can you predict how many dots would be in 10×10?

Reflect

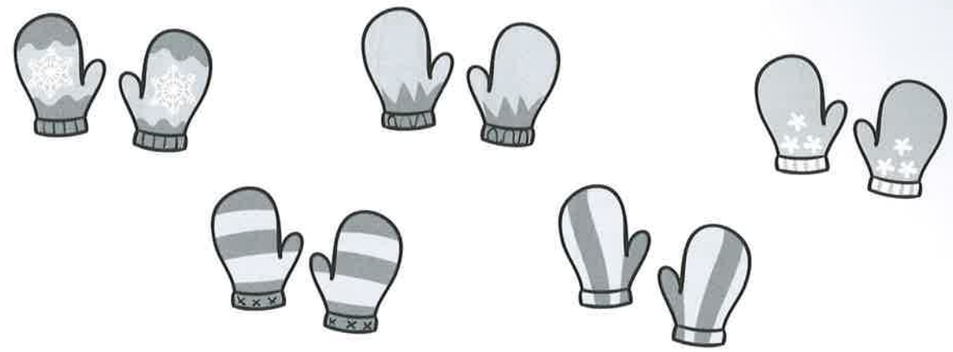
Will everyone's array for 2×7 look the same?

Explain your answer.

→ Textbook 2A p204

2 times-table

1 a)

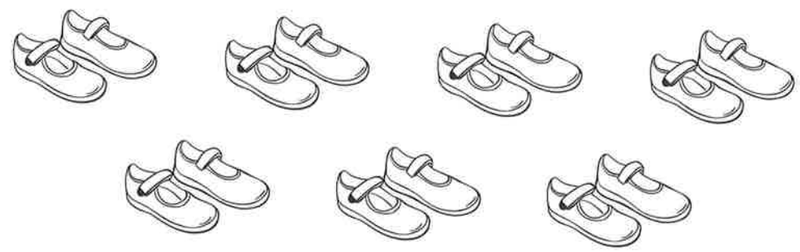


How many are there in total?

☐ × 2 = ☐

There are ☐ .

b)

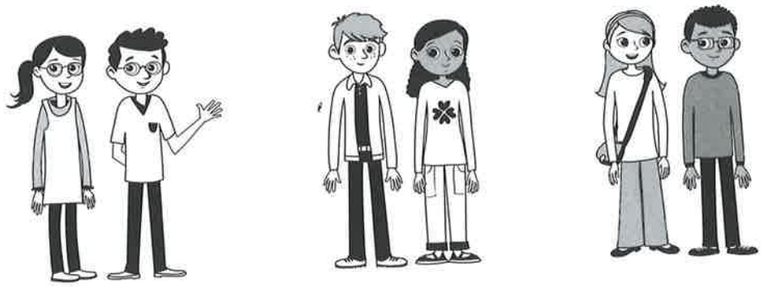


How many are there?

☐ ○ ☐ = ☐

There are ☐ .

2 a)



$3 \times 2 =$ ☐

b) 2 more people arrive.

☐ $\times 2 =$ ☐

Now there are ☐ people.

3 Match the multiplication to the correct circle.

3×2

7×2

10×2

9×2

0×2

5×2

<10

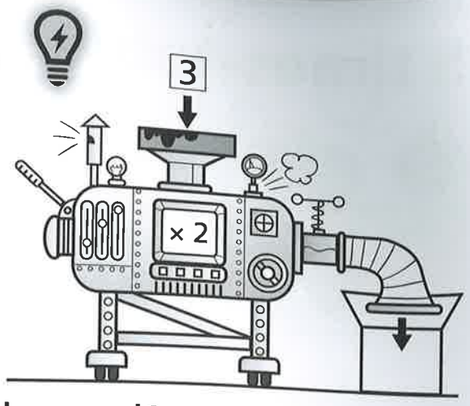
>10

I think one of them can't match. I wonder why.

4 This machine multiplies by 2.

The number 3 is put into the machine.

The answer is then put back into the machine.

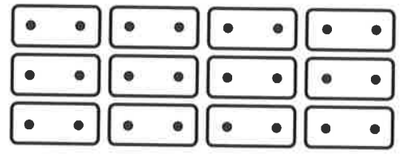


What number comes out at the end?

5 Group these dots into twos.
Complete the number sentences.

CHALLENGE

a)



$8 \times 3 =$ ☐ $\times 2$

b)

$4 \times 4 =$ ☐ $\times 2$

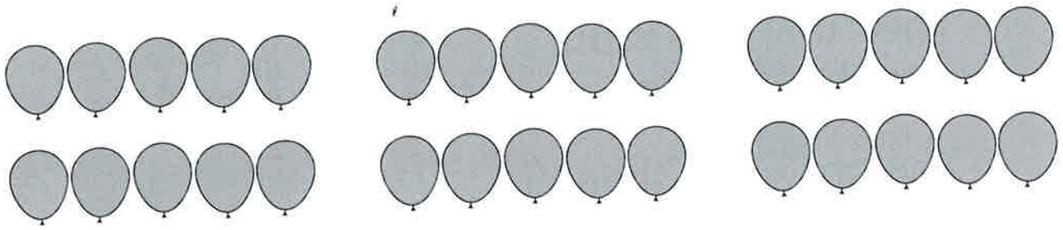
Reflect

Show that 6×2 is 12 in more than two ways.

→ Textbook 2A p208

5 times-table

1



How many are there?

□ × 5 = □

2

How many can you see?

□ × □ = □

3 Complete the number sentence.

?								
5	5	5	5	5	5	5	5	5

□ ○ □ = □

4 Each has five flowers.

How many flowers in five ?

□ ○ □ ○ □

5 Complete the number sentences.

a) □ = 2 × 5

b) 5 × 5 = □

c) 6 × 5 = □

d) 5 × 7 = □

e) □ = 0 × 5

f) 5 × 11 = □

6 19 × 5 = 95.

What is 20 × 5?

How do you know?

7

There are eight coins. Each is a 5p or 10p coin.

How much could there be?

How many answers can you find?

CHALLENGE

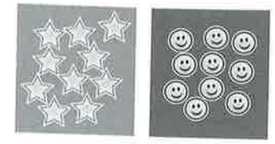
Reflect

I know 6 × 5 = 30. This means I can quickly work out _____ because

Textbook 2A p212

10 times-table

1 **a)** There are 3 pages of stickers.
There are 10 stickers on each page.



How many stickers are there in total?

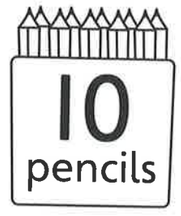
☐ × ☐ = ☐

There are ☐ stickers in total.

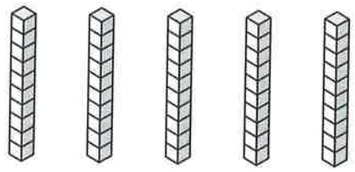
b) How many pencils are there in 6 boxes?

☐ × ☐ = ☐

There are ☐ pencils in 6 boxes.



2 **a)** How many ◻ are there?



☐ × 10 = ☐

b) Complete the number sentence.

?			
10	10	10	10

☐ ◯ ☐ = ☐

3 Compare each calculation using <, > or =.

a) 3×5 ◯ 4×10

b) 10×3 ◯ 5×6

c) 5×5 ◯ 2×10

d) 5×4 ◯ 3×10

4 Put these cards in order from smallest to largest.

3×5	_____
10×9	_____
1×10	_____
5×5	_____
2×6	_____
4×10	_____
10×2	_____
5×3	_____
2×8	_____

5 Complete each number sentence using these cards.

CHALLENGE

0	2	3	4

a) $5 \times$ ☐ $=$ ☐ $\times 10$

b) ☐ $\times 10 > 3 \times 5$

c) ☐ $\times 3 >$ ☐ $\times 10$

d) ☐ $\times 10 <$ ☐ $\times$ ☐

Reflect

Which of these numbers is not in the 10 times-table?

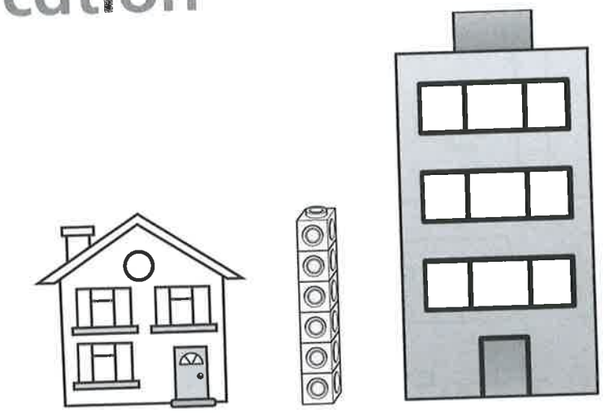
50, 15, 75, 70, 90, 100, 99

How do you know?

→ Textbook 2A p216

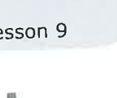
Solving word problems – multiplication

1 **a)**



The house is 6 high.

The tower is twice as high.

How many  high is the tower?

$2 \times 6 =$ ☐ The tower is ☐ high.

b) Arun has 4 .

Jess has 5 times as many.

How many does Jess have?

?				
4	4	4	4	4

☐ × ☐ = ☐ Jess has ☐ .

2 **a)** Complete the sentence.

There are ☐ times as many ○ as ●.

b) Mary has 5 pages of 4 stickers.

How many stickers does Mary have?

☐ × ☐ = ☐

c) Paul has 6 pages of 10 stickers.

How many stickers does Paul have?

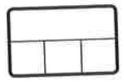
☐ × ☐ = ☐

3 How much more is 3×10 than 5×5?

10		10		10	
5	5	5	5	5	?

3×10 is ☐ more than 5×5.

CHALLENGE

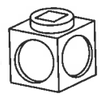
4 Draw or write a number story that can be solved with  .

4	4	4

Reflect

Explain how you could solve these calculations.

How many legs do 6 birds have?

Tom's tower is 5  high. Prisha's is twice as high.

How many high is Prisha's tower?

→ Textbook 2A p220

End of unit check

My journal

25 12 50 15 28 13 30 14

Ajay says, 'Only one of these numbers is in both the 2 times-table and the 5 times-table.'

Is his statement true or false? Convince me.

It is true / false because _____

_____

_____

_____.

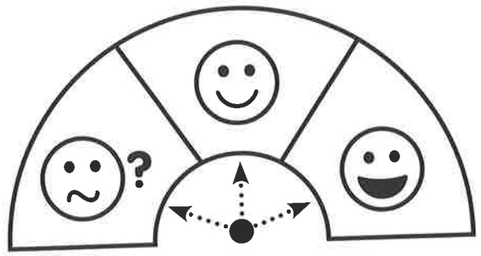
digit **count**

times-table

ones **tens** **multiply**

Power check

How do you feel about your work in this unit?



Power play

A game for two players.

You will need:

- 62 counters (31 counters for each player)

1. Players take it in turns to take groups of counters from each other:
   - Player A can take 1 group of 3 counters or 2 groups of 3 counters from Player B.
   - Player B can take 1 group of 2 counters, or 2 groups of 2 counters, or 3 groups of 2 counters from Player A.
2. Repeat until one player has just 1 counter left. The other player is the winner.

Do you think it is better to be Player A or Player B?

My Power Points

Colour in the ☆ to show what you have learned.

Colour in the ☺ if you feel happy about what you have learned.

Unit 1

I can ...

- ☆ ☺ Count numbers to 100
- ☆ ☺ Use different ways to show numbers to 100
- ☆ ☺ Use place value grids to make and compare numbers
- ☆ ☺ Count in 10s
- ☆ ☺ Compare and order numbers to 100
- ☆ ☺ Count in 2s and 5s
- ☆ ☺ Add in 3s

Unit 2

I can ...

- ☆ ☺ Use related number facts
- ☆ ☺ Make number bonds to 100
- ☆ ☺ Add and subtract 10s
- ☆ ☺ Add and subtract 1s
- ☆ ☺ Add a 2-digit and a 1-digit number
- ☆ ☺ Subtract a 1-digit number from a 2-digit number

Unit 3

I can ...

- ☆ ☺ Add two 2-digit numbers
- ☆ ☺ Subtract 2-digit numbers
- ☆ ☺ Add three I-digit numbers
- ☆ ☺ Solve word problems using a bar model

Unit 4

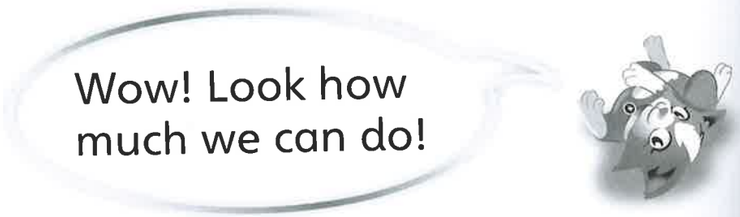
I can ...

- ☆ ☺ Count money using coins
- ☆ ☺ Count money using notes
- ☆ ☺ Find the right money in different ways
- ☆ ☺ Add money to find the total
- ☆ ☺ Find the right change
- ☆ ☺ Solve word problems about money

Unit 5

I can ...

- ☆ ☺ Sort things into equal groups
- ☆ ☺ Multiply equal groups
- ☆ ☺ Write a multiplication sentence
- ☆ ☺ Use an array
- ☆ ☺ Use the 2 times-table to solve problems
- ☆ ☺ Use the 5 times-table to solve problems
- ☆ ☺ Use the I0 times-table to solve problems



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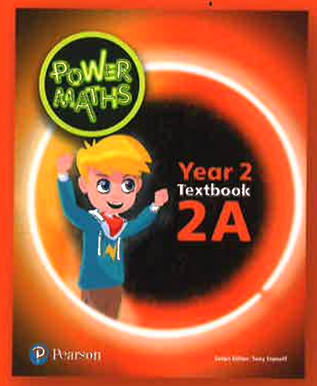
POWER MATHS

Year 2 Practice Book 2A



Use this Practice Book with Textbook 2A.

In this book, Dexter and his friends will help you practise:

- Working with numbers up to 100
- Using a part-whole diagram
- Adding and subtracting within 100
- Working with money
- Multiplying with 2, 5 and 10

Astrid

Ash

Flo

Sparks

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